This is a digital copy of a book that was preserved for generations on library shelves before it was carefully scanned by Google as part of a project to make the world's books discoverable online.

It has survived long enough for the copyright to expire and the book to enter the public domain. A public domain book is one that was never subject to copyright or whose legal copyright term has expired. Whether a book is in the public domain may vary country to country. Public domain books are our gateways to the past, representing a wealth of history, culture and knowledge that's often difficult to discover.

Marks, notations and other marginalia present in the original volume will appear in this file - a reminder of this book's long journey from the publisher to a library and finally to you.

Usage guidelines

Google is proud to partner with libraries to digitize public domain materials and make them widely accessible. Public domain books belong to the public and we are merely their custodians. Nevertheless, this work is expensive, so in order to keep providing this resource, we have taken steps to prevent abuse by commercial parties, including placing technical restrictions on automated querying.

We also ask that you:

+ *Make non-commercial use of the files* We designed Google Book Search for use by individuals, and we request that you use these files for personal, non-commercial purposes.

+ *Refrain from automated querying* Do not send automated queries of any sort to Google's system: If you are conducting research on machine translation, optical character recognition or other areas where access to a large amount of text is helpful, please contact us. We encourage the use of public domain materials for these purposes and may be able to help.

+ *Maintain attribution* The Google "watermark" you see on each file is essential for informing people about this project and helping them find additional materials through Google Book Search. Please do not remove it.

+ *Keep it legal* Whatever your use, remember that you are responsible for ensuring that what you are doing is legal. Do not assume that just because we believe a book is in the public domain for users in the United States, that the work is also in the public domain for users in other countries. Whether a book is still in copyright varies from country to country, and we can't offer guidance on whether any specific use of any specific book is allowed. Please do not assume that a book's appearance in Google Book Search means it can be used in any manner anywhere in the world. Copyright infringement liability can be quite severe.

About Google Book Search

Google's mission is to organize the world's information and to make it universally accessible and useful. Google Book Search helps readers discover the world's books while helping authors and publishers reach new audiences. You can search through the full text of this book on the web at `http://books.google.com/`

B 931,885

PROPERTY OF
University of Michigan Libraries
1817
ARTES SCIENTIA VERITAS

A History of the New York State Teachers' Association

oolworth · Dewey · Bulkley · Davies ·
Elligott · McMillan · Sheldon · Thomson
geltine · North Barr · Cruikshank
burn · Steele Avery · Johonnot
Keen · Rice Jones · Farnham
anton · Reid Smith · Atwater
anforth · Mears Clarke · Barker
alentine · Allen Hoose · Williams
anford · Watkins · Nichols · Pomeroy · Brower

WITH SIMPTONES

F ITS PRESIDENTS AND OTHER PROMINENT EDUCATORS

BY · HYLAND · C · KIRK

E · L · KELLOGG · & · CO ·
· EDUCATIONAL · PUBLISHERS ·
21 PARK · PLACE · NEW · YORK ·

ASK FOR

DIXON'S

AMERICAN

Graphite Pencils

S—Soft.
S M—Soft Medium.
M—Medium.
H—Hard.
V H—Very Hard.

JOS. DIXON CRUCIBLE CO.
Jersey City, N. J.

DIXON'S

FELT

ERASIVE RUBBER.

(Patented March 7, 1882.)

21 DIFFERENT STYLES.

Send for Circular.

JOS. DIXON CRUCIBLE CO.,
Jersey City, N. J.

21877
L
13
.N53
K59

A HISTORY

OF THE

NEW YORK STATE TEACHERS' ASSOCIATION.

WITH SKETCHES OF ITS PRESIDENTS AND PROMINENT MEMBERS.

BY

HYLAND C. KIRK.

NEW YORK:
E. L. KELLOGG & CO.,
EDUCATIONAL PUBLISHERS.
1883.

The New York State Teachers' Association was organized at Syracuse, Wednesday, July 30, 1845, *and incorporated by Act of Legislature in* 1852.

COPYRIGHT BY
HYLAND C. KIRK,
1883.

L
13
.N53
K59

PREFACE.

THE following history has grown out of an Introductory Sketch of the Presidents of the New York State Teachers' Association, inserted in the annual report of that organization for the years 1882. So much delay was experienced in securing the necessary data, that it was decided best to publish the report with the article incomplete, the Secretary inserting a promise to publish separately a complete history of the Association as soon as the requisite materials could be obtained.

In performing this work he has not striven to be exhaustive, but rather to give an accurate account of such matters as seemed to be of the most importance, and such as would present the work of the teachers in the advancement of education in the State.

In reviewing the sessions of the Association, a summary is given of each meeting, and in the later Associations the positions of the various members are presented in regard to the topics discussed. When practicable, the writer's or speaker's own words are used, without comment or criticism, leaving the reader to make his own estimate of the value of the opinions expressed.

Our acknowledgments are due to James Cruikshank, LL.D., for the use of his earlier history, much of which has been incorporated; and we also take the opportunity of thanking C. W. Bardeen for reports and cuts furnished, A. M. Kellogg for valuable material, J. W. Barker for reports, the Hon. John Eaton for reports, former secretaries, and other members and friends of the Association, who have rendered material assistance in the undertaking.

H. C. K.

TABLE OF CONTENTS.

CHAPTER I.—EARLY ASSOCIATIONS AND MEASURES..... 9

Rise of Voluntary Associations—First Teachers' Associations—New York State Convention of 1831—The Common School Assistant—Conventions of 1836 and 1837—The District School Journal—Leaders and Causes—Gideon Hawley—The Free School Law—County and Town Supervision—Teachers' Qualifications—Institutes and Normal Schools—David P. Page—Teachers' Classes—State Certificates and Examinations—The Regents' Examinations—Compulsory Education—Religion and Health.

CHAPTER II.—ORGANIZATION AND FIRST DECADE OF THE ASSOCIATION 16

First Meeting at Syracuse, 1845—Chester Dewey. Second Meeting at Utica, 1846—Joseph McKeen. Third Meeting at Rochester, 1847—Samuel B. Woolworth. Fourth Meeting at Auburn, 1848—Charles R. Coburn. The Cholera Season. Fifth Meeting at New York City, 1850—John W. Bulkley. Sixth Meeting at Buffalo, 1851—N. P. Stanton. Seventh Meeting at Elmira, 1852—Charles Davies. Eighth Meeting at Rochester, 1853—Victor M. Rice. Ninth Meeting at Oswego, 1854—Reuben D. Jones. Review of the Work.

CHAPTER III.—SECOND DECADE OF THE ASSOCIATION... 29

Tenth Meeting at Utica, 1855—Leonard Hazeltine. Eleventh Meeting at Troy, 1856—Organization of Commissioners and Superintendents—Thomas W. Valentine. Twelfth Meeting at Binghampton, 1857—National Teachers' Association—George L. Farnham. Thirteenth Meeting at Lockport, 1858—Oliver Arey. Fourteenth Meeting at Poughkeepsie, 1859—James N. McElligott. Fifteenth Meeting at Syracuse, 1860—Edward A. Sheldon. Sixteenth Meeting at Watertown, 1861—James Cruikshank. Seventeenth Meeting at Rochester, 1862—Emerson C. Pomeroy. Eighteenth Meeting at Troy, 1863—James B. Thomson. Nineteenth Meeting at Buffalo, 1864—Edward North. The University Convocation. Review.

CHAPTER IV.—THIRD DECADE OF THE ASSOCIATION.... 50

New Brooms. Twentieth Meeting at Elmira, 1865—James Atwater. Twenty-first Meeting at Geneva, 1866—Samuel G. Williams. Twenty-second Meeting at Auburn, 1867—James W. Barker. Twenty-third Meeting at Owego, 1868—William N. Reid. Twenty-fourth Meeting at Ithaca, 1869—Samuel D. Barr. Twenty-fifth Meeting at Syracuse, 1870—J. Dorman Steele. Twenty-sixth Meeting at Lockport, 1871—James H. Hoose. Twenty-seventh Meeting at Saratoga, 1872—Edward Danforth. Twenty-eighth Meeting at Utica, 1873—Andrew McMillan. Twenty-ninth Meeting at Binghampton, 1874—Henry R. Sanford. Review of Third Decade.

CHAPTER V.—TO THE PRESENT TIME..... 86

A Centennial Era. Thirtieth Meeting at Fredonia, 1875—Field Day at Dunkirk—Noah T. Clarke. Thirty-first Meeting at Watkins, 1876—The Excursion to Philadelphia—Edward Smith. Thirty-second Meeting at Plattsburgh, 1877—John W. Mears. Thirty-third Meeting at Albany, 1878—Casper G. Brower. Thirty-fourth Meeting at Penn Yan, 1879—Lake Keuka—James Johonnot. Thirty-fifth Meeting at Canandaigua, 1880—The Lake—Jerome Allen. Thirty-sixth Meeting at Saratoga, 1881—The Capture of Ticonderoga—Albert B. Watkins. Thirty-seventh Meeting at Yonkers, 1882—Coney Island—John A. Nichols. The Inter-Academic Union. Comments. Lake George.

APPENDIX—Sketches of Prominent Educators.

SUPERINTENDENTS OF PUBLIC INSTRUCTION.

Gideon Hawley, 145—*Victor M. Rice—H. H. Van Dyck, 146—Abram B. Weaver, 147—Neil Gilmour, 147—Samuel B. Ruggles, 148.

CONDUCTORS OF INSTITUTES.

Esmond V. De Graff, 149—Charles T. Barnes, 149—Judge Warren Higley, 149—Charles T. Pooler, 151—Henry C. Northam, 152—John Kennedy, 152—Francis P. Lantry, 152—Ruggles E. Post, 172—Charles H. Verrill, 174—*James Johonnot, *Henry R. Sanford, *Jerome Allen.

NORMAL SCHOOL PRINCIPALS.

David P. Page, 153—Malcolm McVicar, 154—John W. Armstrong, 157—George R. Perkins, 159—Joseph Alden, 159—C. D. McLean, 159—Henry B. Buckham, 160—Francis B. Palmer, 160—James M. Cassety, 160—W. J. Milne, 160—T. J. Morgan, 161—Edward P. Waterbury, 162—David H. Cochrane, 172—*Edward A. Sheldon, *Samuel B. Woolworth, *Oliver Arey, *Jas. H. Hoose, *Henry R. Sanford.

PRESIDENTS OF COMMISSIONERS' ASSOCIATION.

Oscar F. Stiles, 162—Edwin A. McMath, 163—George V. Chapin, 163—Edward Wait, 164—*Victor M. Rice, *John W. Bulkley, *James Cruikshank, *Edward Smith, *Andrew McMillan.

CHANCELLORS AND SECRETARIES OF REGENTS.

John V. L. Pruyn, 165—Henry R. Pierson, 165—David Murray, 166——D. J. Pratt, 167—*Samuel B. Woolworth.

PRESIDENTS OF INTER-ACADEMIC UNION.

Alonzo Flack, 168—George R. Cutting, 169—Sherman Williams, 169—George A. Bacon, 169—Joseph E. King, 170—*Noah T. Clarke.

MISCELLANEOUS.

Henry Knowles Clapp, 174.

*** These Sketches are given in the History.**

CHAPTER I.

EARLY ASSOCIATIONS AND MEASURES.

Rise of Voluntary Associations—First Teachers' Associations—New York State Convention o 1831—The Common School Assistant—Conventions of 1836 and 1837—The District School Journal—Leaders and Causes—Gideon Hawley—The Free School Law—County and Town Supervision—Teachers' Qualifications—Institutes and Normal Schools—David P. Page—Teachers' Classes—State Certificates and Examinations—The Regents' Examinations—Compulsory Education—Religion and Health.

As the depressing influence of the Revolutionary war ceased to be felt, various societies and associations were organized in the colonies. As early as 1798 a Teachers' Association was in existence in New York, and held its meetings at Federal Hall every Saturday evening.[1] A Free School Society was founded in 1805. Two societies organized previously were of an educational character—the "Manumission Society," 1785, which opened a school in 1787 of about one hundred pupils, and the "Female Association for the Relief of the Poor," about 1800.

The Philadelphia Society for the Support of Charity Schools had its origin in 1799.

An association of teachers was formed at Middletown, Conn., in 1799, under the name of the School Association of Middlesex County, chiefly through the efforts of the Rev. William Woodbridge, instructor of a female school in Middletown.[2]

In 1829 the American Institute of Instruction was organized, in the outset embracing New England, and later including members in other States.

January 23d, 1831, the Florida Education Society was organized at Tallahassee, with David Floyd, Esq., President.

The Tennessee State Lyceum, for the advancement of education, was organized in 1832; a Teachers' Society for the State of Georgia, in December, 1831.

The Illinois Institute of Education was organized at Vandalia, February 13th, 1883.

In Ohio and Kentucky associations were formed as early as 1834.

A State convention of teachers organized the Michigan Literary Institute at Detroit, at the close of a three days' session, January 3d, 4th, and 5th, 1838.

The Rhode Island Institute of Instruction was organized in the State-House, Providence, January 21st, 1845, a preliminary meeting having been held in the latter part of the year 1844.[3]

---

[1] Hist. of Pub. Education, City of N. Y., p. 24.
[2] American Annals of Education, vol. i., 1831.
[3] Hist. of R. I. Inst. of Instruction.

The first annual session of the Massachusetts Teachers' Association was held at Brinley Hall, Worcester, November 25th, 1845.

In New York State various county associations were organized at an early period.

In 1831 a "State Convention of Teachers and Friends of Education" was held at Utica, January 12th, 13th, and 14th. This convention was the earliest State organization of teachers of which we have found any record. The following were the officers of the convention: Rev. Dr. Davis, of Hamilton College, President; Messrs. S. W. Taylor and Henry Howe, Vice-Presidents; Professor Yates and Mr. E. Wilson, Secretaries. Delegates were present from twenty-two counties.

At this convention resolutions were passed favoring the establishment of departments to qualify teachers; abolishing the office of town inspectors and substituting county inspectors; recommending "the Monitorial System, with some restrictions and modifications;" and the speedy formation of town and county lyceums. A resolution calling a national convention, which resulted in the establishment of the American Lyceum, was also passed.[1]

In January, 1836, Mr. J. Orville Taylor, who two years previously had edited the *District School*, published by Harper Brothers, began the publication of a monthly quarto called the *Common School Assistant*. He was encouraged in this enterprise by such men as Governor Marcy, Dr. B. T. Welch, Bishop Onderdonk, Hon. Gideon Hawley, and Chancellor Walworth. It continued three years.[2] In the July number, 1836, the following notice appears:

"The common school teachers of the State of New York are respectfully invited to meet in the Capitol at Albany, on the 20th of September next, at 12 o'clock. As it is known that this convention is called for the purpose of increasing the pay and influence of those engaged in this arduous and honorable profession, there will be a full and general attendance. Teachers from every town in the State are expected. Editors in the State are respectfully requested to publish this notice."

About 150 teachers attended this convention, which was held September 20th and 21st, 1836. A committee, consisting of the following gentlemen, was appointed to prepare a constitution and make arrangements for a subsequent meeting: J. O. Taylor, J. W. Bulkley, G. B. Glendining, James Henry, Jr., S. R. Sweet, E. R. Reynolds, and C. H. Anthony.

Another meeting was held in Albany, February 18th, and adjourned to meet in Utica, May 11th, 1837. At the latter, Hon. Jabez D. Hammond, of Cherry Valley, presided, Professor Potter delivered the introductory address, and three lectures were delivered in the evening, as follows:

Rev. A. B. Grosh, of Utica, on Qualifications and Responsibilities of Teachers; J. W. Bulkley, of Troy, on Appropriate Branches of Study; C. H. Anthony, of Troy, on School Houses and Lyceums. Officers were elected as follows:

Jabez D. Hammond, of Cherry Valley, President; a Vice-President in each county of the State; George B. Glendining, of Troy, Recording Secretary; Rev. P. S. Whipple, of Lansingburg, Corresponding Secretary; Bradford R. Wood, of Albany, Treasurer.

The chairman of the Executive Committee subsequently sent a circular to each Vice-President urging the formation of county associations. "We have no record," says Dr. Cruikshank, of any other meeting of this society. The panic of 1837 doubtless caused a summary suspension of further action."

The following list includes all the State organizations of teachers now existent, with the year of their formation so far as obtainable:

---

[1] American Annals of Ed., 1831.

[2] For this matter we are indebted to the excellent History of the State Teachers' Assoc., by James Cruikshank, found in the *N. Y. Teacher*, vol. IX.

STATE.	NAME OF ORGANIZATION.	YEAR.
Alabama	State Association of Teachers	1871
Arkansas	State Teachers' Association	1877 (?)
California	" " "	1875
Colorado	" " "	1875
Connecticut	" " "	1845
Delaware	" " "	1879
Florida	(?)	
Georgia	Georgia Teachers' Association	1866
Illinois	State Teachers' Association	1853
Indiana	" " "	1853
Iowa	" " "	1855
Kansas	" " "	1863
Kentucky	" " "	(?)
Louisiana	State Educational Convention	1872
Maine	State Educational Association	1859
Maryland	State Teachers' Association	1866
Massachusetts	Massachusetts Teachers' Association	1845
Michigan	State Teachers' Association	1852
Minnesota	State Educational Association	1860
Mississippi	Mississippi Educational Association	1877
Missouri	State Teachers' Association	1861
Nebraska	" " "	(?)
Nevada	State Teachers' Institute	1878
New Hampshire	State Teachers' Association	1853
New Jersey	" " "	(?)
New York	" " "	1845
North Carolina	N. C. Teachers' Association	1878
Ohio	State Teachers' Association	(?)
Oregon	" " "	1878 (?)
Pennsylvania	" " "	1853
Rhode Island	Institute of Instruction	1845
South Carolina	State Teachers' Association	1880 (?)
Tennessee	" " "	1865
Texas	State Educational Association	1879
Vermont	Vermont Teachers' Association	1850
Virginia	Educational Association of Virginia	1865
West Virginia	Educational Association of West Virginia	(?)
Wisconsin	State Teachers' Association	1852
Washington Ter.	Territorial Teachers' Convention	1876
	National Educational Association	1860
	American Institute of Instruction	1829
	American Association for the Advancement of Science	1851

In order that the aim and work of the New York State Teachers' Association may be the better understood, a brief statement of the educational questions which waited solution prior to its formation, and have since been in process of agitation if not final settlement, are given.

A strong feeling existed in New York at an early date favoring free education. This feeling was voiced by Gov. George Clinton, Hon. Jedediah Peck, Mr. Adam Comstock, and notably by Gideon Hawley, the first Superintendent of Common Schools.

"To no individual in the State," says S. S. Randall, "are the friends of common-school education more deeply indebted for the impetus given to the cause of elementary instruction in its infancy than to Gideon Hawley.[1] At a period when everything depended upon organization, upon supervision, upon practical acquaintance with the most minute details, and upon a patient, persevering, laborious process of exposition, Mr. Hawley united in himself all the requisites for the efficient discharge of the high functions devolved upon him by the

[1] A sketch of Gideon Hawley will be found in appendix.

Legislature. From a condition of anarchy and confusion and complete disorganization, within a period of less than eight years arose a beautiful and stately fabric, based upon the most impregnable foundations, sustained by an enlightened public sentiment, fortified by the best and most enduring affections of the people, and cherished as the safeguard of the State—the true palladium of its greatness and prosperity."

The Free School question had a bearing upon nearly every educational measure in the State. In 1795 an act appropriating $50,000 annually for five years was passed, "for the purpose of encouraging and maintaining schools." On the 2d of April, 1805, the Legislature passed an act providing that the net proceeds of 500,000 acres of the vacant and unappropriated lands of the people of this State, which should be first thereafter sold by the Surveyor-General, should be appropriated as a permanent fund for the support of common schools, the avails to be safely invested until the interest should amount to $50,000, when an annual distribution of that amount should be made to the several school districts. "This act," says Randall, "laid the foundation of the present fund for the support of common schools."

In 1812 a bill was passed, comprising the main features of the common school system, as it was up to 1838, providing for the division of the State into school districts, the distribution of the interest of the school fund according to the number of children from five to fifteen years of age, and the levying of a tax for school purposes by each town annually.

By act of Congress in 1836 the surplus revenues of the United States were deposited among the several States; accordingly the Legislature of 1838 added $160,000 from the revenue of this fund to the amount to be apportioned among the several school districts of the State.

Thus far the system had proved defective, chiefly because of the mode of taxation, causing many of the poorer and less populous districts to sustain a school merely long enough to secure the next apportionment of public moneys.

In March, 1849, the Legislature passed the "*Act establishing free schools throughout the State.*" By this act the tax was levied and collected by counties, being severally equal to the sums apportioned by the State. This law happened to go into effect when no provision in the various counties had been made to meet the tax; the result was so unfortunate that petitions for its repeal were forwarded from all parts of the State. A bill introduced by Mr. Mann, of Oneida, referring the matter to the decision of the people, was passed, and in the fall of 1850 a majority vote was obtained in favor of its repeal.

The friends of the measure, however, were not to be put down, and in 1851, after a protracted discussion, "*An act to establish free schools throughout the State*" was passed, and signed by the Governor.

This was a victory more worthy of record than the proudest triumph of conquest by force of arms, for this struggle demanded

"The courage of the master mind,
Whose wisdom comprehends mankind,
And counts no labor great
That saves the sinking state."

Knowledge of law and government,
Their sovereign purpose and intent—
What makes a people great,
And constitutes a state."

There have been other questions in the solution of which the New York State Teachers' Association became an important factor by its discussions and recommendations. One of these is school supervision. By the Act of 1795, not less than three nor more than seven persons were to be elected at each town meeting, to "be commissioners of schools, and have the superintendence thereof."

In 1812 the office "known and distinguished as the superintendent of common schools" was created. The appointments to this office rested in a Council of Appointment, and in 1821 the State Legislature were so indignant that Gideon Hawley was not reappointed that they abolished the office, and required the Secretary of State to perform all the duties of supervising the schools.

In 1839, at the suggestion of the Hon. John C. Spencer, the Superintendent of Schools (*i.e.* Secretary of State) was authorized to appoint a Board of Visitors for all common schools. The reports of these *visitors* were unanimous in favor of county supervision. It appearing subsequently "that at least one half of all the schools in the State" [1] were not visited at all, in 1841 an act was passed authorizing the Board of Supervisors in each county to appoint a deputy superintendent for such county, and also requiring two inspectors of schools to be elected for each town. Petitions being sent to the Legislature asking for the repeal of this act, on the ground of expense, in 1843 the offices of commissioner and inspector of schools were abolished. One town superintendent was to assume the duties of both, *i.e.* grant licenses and visit schools, and boards of supervisors could in their discretion appoint two county superintendents in counties of more than one hundred and fifty school districts. In 1854 the State supervisory power was separated from the office of Secretary of State, and the office of Superintendent of Public Instruction created. In 1856 the present school commissioner system was made to supersede that of town superintendents. Two questions relating to supervision have been, among teachers, prominent topics of discussion—one whether some scheme of town supervision subject to a county authority would not be an improvement, and the other whether the Regents of the University would not make a better supervisory body for the State, the duties of State Superintendent of Schools to be performed by the secretary of the Regents.

The qualifications of teachers has been a question that has been much debated. In the report of the commissioners appointed under the Act of 1811, "to report a system for the organization and establishment of common schools, much stress was placed upon this all-important requisite. 'The Legislature will perceive,' in the system contained in the bills submitted to their consideration, that the commissioners are deeply impressed with the importance of admitting, under the contemplated plan, such teachers only as are duly qualified."

As a means to the improvement of teachers' qualifications, a legislative enactment of 1834 provided that the surplus income of the literature fund beyond the sum of $12,000 should be distributed to such academies as the Regents might select, for the exclusive purpose of educating common-school teachers.

In May, 1844, a bill passed providing for the establishment and support of a normal school, to be located at Albany. Teachers' institutes, to improve the qualification of teachers, were begun in 1843, J. S. Denman, Superintendent of Tompkins County, being largely instrumental in their establishment. The first institute was opened at Ithaca, April 4th, 1843, Salem Town, David Powell, and James Thompson being instructors and lecturers. The "Act for the establishment of Teachers' Institutes" was passed in 1847, and it was not long before they had become a recognized institution in the educational work of the State. The following list includes those who have served in the State of New York as instructors or conductors of institutes as a profession:

FREDERICK S. JEWELL.
JONATHAN TENNEY.
ESMOND V. DE GRAFF.
MRS. NELLIE LOYD KNOX.
A. J. ROBB.
HENRY R. SANFORD.
CHAS. T. BARNES.
WARREN HIGLEY.
DAVID B. CRUTTENDEN.
MRS. L. H. CRUTTENDEN.

[1] See Randall, p. 105; also Report by Jas. H. Hoose on Supervision, 1879.

CHAS. T. POOLER.
HENRY C. NORTHAM.
ANNA R. DIEHL.
MINA F. METCALF.
CHAS. H. VERRILL
O. H. FETHERS.
M. M. BALDWIN.
JEROME ALLEN.
J. WINSLOW.
MRS. MARY S. HOWELL.
RUGGLES E. POST.
JAMES JOHONNOT.
JOHN KENNEDY.
JOHN H. FRENCH.
FRANCIS P. LANTRY.

The last four are now regularly employed in institute work. Sketches of several of the number will be found in the appendix.

On the 12th of April, 1848, the Legislature passed the "*Act for the permanent establishment of the Albany Normal School.*" The need of more normal schools was soon felt, and an act was passed in 1866 for the establishment of four "normal and training schools for the education and discipline of teachers for the common schools of this State."

Dr. Malcomb MacVicar, afterward principal of the Potsdam Normal School, and Edward A. Sheldon, subsequently principal of the Oswego Normal School, were chiefly instrumental in bringing this about. Normal schools were established at Brockport, Cortland, Fredonia, and Potsdam, and under the general provisions of the same act three others were added—those at Buffalo, Geneseo, and Oswego.

The following is a list of normal school principals in the State of New York. Sketches of these gentlemen, not elsewhere given, will be found in appendix:

DAVID P. PAGE.
GEORGE R. PERKINS.
SAMUEL B. WOOLWORTH.
DAVID H. COCHRAN.
OLIVER AREY.
DR. JOSEPH ALDEN.
EDWARD P. WATERBURY.
MALCOLM McVICAR.
EDWARD A. SHELDON.
GEN. T. J. MORGAN.
C. D. McLEAN.
JOHN W. ARMSTRONG.
F. B. PALMER.
J. H. HOOSE.
HENRY B. BUCKHAM.
WM. J. MILNE.
H. R. SANFORD.
JAS. M. CASSETY.

Akin to the subject of qualifications is that of teachers' certificates and licenses. Granted to applicants at first (1795) by town "commissioners," then (1839) by Boards of Visitors, next (1841) by "deputy superintendents," and finally (1856) by school commissioners, there have been presented from time to time schemes for improving the methods by which these documents shall be received.

The custom of granting certificates on recommendation, formerly indulged in by State superintendents, was finally supplanted by State examinations. The system of Regents' examinations having been established in 1866, proposals at various times have been made to make these examinations a preliminary requisite to a teacher's certificate.

A question of fundamental importance has arisen in connection with the law of 1853, providing for the establishment of Union Free Schools, which permits the inhabitants of any school district or districts to provide for free instruction and defray the expense by tax. By this provision a union of academical and primary departments is permitted, and a higher grade of instruction secured than could otherwise be obtained, except in academies and private schools. This privilege has been a fruitful source of discussion, opponents of the measure claiming that the State should not be required to pay for instruction of a higher grade than required for citizenship, and defenders of the system claiming that every branch tends to that end.

As books are so largely the basis of educational work, the subjects of school

libraries and text-books could not fail to be productive of discussion. We shall find various questions in the State Association arising with reference to these two topics, as we also shall with regard to the attendance of pupils, matters of religion and matters of health—all of which are worthy the serious attention of the friends of education and progress, though to the casual observer they appear as dry as summer's dust.

CHAPTER II.

ORGANIZATION AND FIRST DECADE OF THE ASSOCIATION.

First Meeting at Syracuse, 1845—Chester Dewey—Second Meeting at Utica, 1846—Joseph McKeen—Third Meeting at Rochester, 1847—Samuel B. Woolworth—Fourth Meeting at Auburn, 1848—Charles R. Coburn—The Cholera Season—Fifth Meeting at New York City, 1850—John W. Bulkley—Sixth Meeting at Buffalo, 1851—N. P. Stanton—Seventh Meeting at Elmira, 1852—Charles Davies—Eighth Meeting at Rochester, 1853—Victor M. Rice—Ninth Meeting at Oswego, 1854—Reuben D. Jones—Review of the Work.

THE Association was organized at a period when important political events were transpiring at home and abroad. It was the memorable year when Texas was annexed to the United States and war ensued with Mexico in consequence; when the British Government had purchased the Danish possessions in India preliminary to assuming more complete control of that country; when Sir John Franklin, with the Erebus and Terror, sailed on his Arctic voyage, never to return. And who shall say, when measured by some absolute standard of value, when the comparative influence for good upon culture and progress is taken into account, that the organization of this society of teachers would not be entitled to rank with the foremost events of the time?

At a meeting of the Albany County Teachers' Association, held March 29th, 1845, T. W. Valentine made a motion favoring the organization of a Teachers' State Convention. This resolution was eloquently advocated by Hon. Salem Town, and a committee, consisting of J. W. Bulkley, T. W. Valentine, E. P. Freeman, J. L. Chapman, and A. E. Patch, was appointed to correspond with teachers and make arrangements.

Pursuant to public notice, a State convention of teachers assembled at the Congregational Church of Syracuse, on Wednesday, July 30th, 1845, at 10 o'clock A.M.[1]

The convention was organized by the appointment of Mr. William Ross, of Seneca (widely known from that day to the present as a well-meaning, blunt-spoken, and usually level-headed champion of the common school—a real old-fashioned schoolmaster), as President *pro tem*, and Mr. X. Haywood, of Rensselaer, Secretary *pro tem*. The Rev. Mr. Platt, of Syracuse, opened the proceedings with prayer.

Messrs. Marble, of Albany; Cooper, of Westchester; A. F. Hall, of Monroe; Hutchins, of Tioga; Scram, of Onondaga, were appointed a committee on nomination of officers.

---

[1] For a complete report of this Convention, see *Teachers' Advocate*, vol. i., No. 1.

The committee presented a report, which was unanimously adopted, nominating J. W. Bulkley, of Albany, President; Messrs. Barnes, of Monroe, Scram, of Onondaga, McKeen, of New York, and Earle, of Allegany, Vice-Presidents; Messrs. Morris, of New York, and Wright, of Livingston, Secretaries.

This convention continued in session two days. Among the important topics discussed were "Reading of Scripture in Schools," "Corporal Punishment," "Supervision," and "Teachers' Institutes."

The following were the important resolutions adopted:

Resolved, That, in the judgment of this convention, the time-honored custom of opening our schools by reading appropriate passages, of the Holy Scriptures is one productive of the most salutary results, and not to be abolished without incalculable injury to the rising generation.

Resolved, That the educational wants of this State require at the hands of its practical educators more united and vigorous effort, and that the best means of imparting a living energy to the great business of instruction will be secured by a State Teachers' Association and the publication of a teachers' paper.

Resolved, That where pupils fail of self-control, the authority to control rests with the teacher, and it is his duty to exercise it; and while he should seek to govern with all possible mildness, there are cases where the use of the rod is necessary, and in entire accordance with the law of kindness.

Resolved, That the interests of education in our State would be greatly promoted by a separation of the offices of Superintendent of Common Schools and Secretary of State.

Resolved, That as, in our opinion, he only who is or has recently been a practical instructor of youth is qualified to judge of the wants of our schools, therefore the Superintendent should be appointed from among our most efficient and practical teachers.

Resolved, That the granting of licenses to those of the same calling is the appropriate sphere of teachers, and is no more than is accorded to all other professions respectively.

A committee appointed drew up a constitution, substantially the same as it is at present, the first article adopting the present name of the Association. A periodical was also established, called the *Teachers' Advocate*, with Mr. Edward Cooper as editor.

After the convention resolved itself into a State Teachers' Association, Mr. William Barnes, of Rochester, was temporarily placed in the chair, Mr. David Parsons, of Onondaga, appointed Secretary, and Mr. H. S. McCall Assistant Secretary.

On motion of Dr. Osborn, a committee of five was appointed to report names of officers for the association—viz., Valentine, McKeen, Earle, Howe, and Woolworth. The committee reported as follows: Chester Dewey, of Rochester, President; J. W. Bulkley, William Belden, J. W. Earle, and W. H. Scram, Vice-Presidents; E. Cooper, Corresponding Secretary; John Wright, Recording Secretary; Dr. Osborn, of Utica, Treasurer.

The Association adjourned to meet in Utica.

The following persons are known to have been present and to have participated in the organization of the first meeting of the New York State Teachers' Association: J. W. Adams, Onondaga; C. H. Anthony, Albany; E. S. Adams, Barnes, Monroe; Bennett, Livingston; A. R. Boyle, Burnett, Onondaga; E. Cooper, Westchester; F. Cooper, Onondaga; G. P. Cook, Onondaga; E. W. Curtis, Onondaga; L. Cobb, New York; J. L. Chapman, Albany; W. W. C. Dow, Schoharie; C. Dewey, Rochester; Day, Tompkins; Earle, Allegany; Professor Emerson, Boston; E. P. Freeman, Albany; Field, New York; Xenophon Haywood, Rensselaer; A. F. Hall, Monroe; Hutchins, Tioga; William Hopkins, Cayuga; H. H. Hawley, New York; E. Hazen, New York; A. T. Hazen, New York; Hughes, Albany; Henry, Herkimer; Johnson, Monroe; Marble, Albany; Joseph McKeen, New York; Morris, New York; J. W. Mc-

Elligott, New York ; H. S. McCall, Albany ; C. Mortimer, Muzzy, Oswego ; Dr. Osborn, Oneida ; J. Perkins, Oneida ; Parsons, Onondaga ; M. A. Pierce, Wyoming ; O. B. Pierce, agt. Mitchell's Geog. ; A. F. Patch, Albany ; William Ross, Seneca ; Rice, Montgomery ; A. G. Salisbury Onondaga ; Stevens, Schenectady ; Daniel Shepard, Delaware ; W. H. Scram, Onondaga ; Oliver Teall, Onondaga ; A. L. Swift, New York ; M. Strong, New York ; Steele, New York ; J. F. Scribner, New York ; Sweet, New York ; C. W. Saunders, New York ; Swift, Ontario ; Thomas W. Valentine, Albany ; Wright, Livingston ; S. B. Woolworth, Cortland ; A. D. Wright, Oneida ; Wilson, Ontario ; O. O. Wickham, R. Woolworth, Onondaga ; N. P. Stanton, Onondaga.

CHESTER DEWEY,

the first elected President of the Association, " was not only a typical teacher," says President Anderson, " but he also held a distinguished position among the few who, at an early day, cultivated and organized the study of natural science in America."

He was born in Sheffield, Mass., October 25th, 1784. He fitted himself to enter Williams College in his eighteenth year. He graduated in 1806, first in his class. He was, at the age of twenty-four, appointed tutor in Williams College, and after two years was elected Professor of Mathematics and Natural Philosophy, which position he held for seventeen years. Resigning the chair in 1827, he removed to Pittsfield to take charge of a new gymnasium established there. At the end of this period, in connection with Professor N. W. Benedict, he took charge of the Rochester Collegiate Institute, where he remained for fourteen years. In 1850, upon the establishment of the University of Rochester, he was elected Professor of Chemistry and Natural History. For more than ten years he discharged the duties of that chair successfully, retiring from active life at the age of seventy-six. He was an enthusiastic teacher, a man of great breadth of scholarship, and for his scientific attainments deserves rank among the first men of this country.

His ideal in education is well illustrated by these words, used by Professor Dewey at the Syracuse Convention, July 30th, 1845 : " Our religious principles demand knowledge. To be devout worshippers of the Infinite Mind, there must be extended knowledge of his works and word. Ignorance consists perfectly with bigotry, superstition, and fanaticism, but intelligent and exalted worship demands the light of truth and wisdom. True knowledge alone does not make the heart good ; but it ever exalts and ennobles the good heart, and is fitted to excite to higher aspirations after goodness.

" Our political principles demand knowledge. Rights originate in our relations. The *appreciation* of rights cannot be made by ignorance. The *security* of them makes knowledge essential. For self-government, rights must belong to all the people ; and for self-improvement, these rights must be secure to all the people. The people profess and exercise original rights and powers. To be qualified for all this, the people must have knowledge, and they have provided for it in their laws."

Said Joseph McKeen, in a biographical sketch of Professor Dewey subsequent to his election as first President of the Association : " Perhaps it would be difficult to find an individual who has by personal effort done more for the general cause of education in our country than the President of our State Society of Teachers."

He died on the 15th of December, 1869, in his eighty-third year, retaining the freshness and vigor of his mind even up to the time of his death.

FIRST ANNIVERSARY.

The next meeting of the Association was held in the city of Utica, August 19th and 20th, 1846, Mr. Bulkley, first Vice-President, presiding. After devotional

exercises, the Secretary read a letter from the President stating the impossibility of his attendance at the Association, and expressing his regrets in consequence. He encouraged the Association to keep a good heart in its "arduous and responsible work."

Addresses were delivered by Messrs. Salem Town, D. P. Page, Rev. Mr. McIlvaine, and Hon. A. Stewart. Letters were read from Horace Mann, Ira Mahew, Henry Barnard, John Beck, and other distinguished educators, expressing their hopefulness for the future of the Association.

Important resolutions were passed: Disapproving of the diversion of the Literature Fund and United States Deposit Fund from the colleges and academies of the State to the common schools; declaring that the Scriptures ought to be used as means of moral instruction in the school; advocating the establishment of Teachers' Institutes, and appointing a committee to memorialize the Legislature in behalf of the measure (Messrs. Salem Town, S. S. Randall, and S. W. Clark); recommending the establishment of teachers' seminaries, six or eight in the State, whose diploma should be the professional basis; for the publication of a teachers' library; recommending *that the schools be made absolutely free;* adopting a report favoring union schools; separating the office of Superintendent of Schools from that of Secretary of State.

The Association was a decided success. Says Mr. Cruikshank: "The history of the year reveals the growth of an enlightened sentiment, and the convocation at Utica exhibited nearly two hundred names of active and enlightened educators, many of whom remain to this day in the profession of their choice. The existence of the organization was placed beyond any contingency. The columns of the *Teachers' Advocate* report for the year not less than twenty Teachers' Institutes and a large number of associational meetings. Other States had seen the far-off gleaming of our camp-fires, and were beginning to pitch their tents and prepare for the campaign."

The following officers were elected at this meeting: Joseph McKeen, President; T. W. Valentine, William Barnes, and H. Mandeville, Vice-Presidents; Edward Cooper, Corresponding Secretary; William Hopkins, Recording Secretary; and X. Haywood, Treasurer. The meeting adjourned to meet in Rochester.

JOSEPH M'KEEN

had previously pursued a long and honorable career as teacher, superintendent, and editor.

Says Professor North: "When measured by the gauge of intellectual brilliancy and rhetorical power, Joseph McKeen's character was not striking. But tried by the Christian standard of greatness—and that is the truest standard—it is shrined in the memory of his pupils, fellow-teachers, and friends as a crystal without a flaw, reflecting the white light of the Sun of righteousness. Such spotless integrity, such purity of thought and feeling and speech, such sweetness of conversation and self-denying courtesy rarely do we meet with." He was one of the editors of the *Teachers' Advocate*, the first organ of the Association. His death occurred in New York, in April, 1856. In his address at the

SECOND ANNIVERSARY,

held in Rochester, August 4th, 1847, Mr. McKeen said: "I can conceive of no practicable or legitimate means that so commends itself to my understanding as a proper combination among teachers and the friends of sound education for elevating the standard of instruction. We *want* a system that shall be essentially American—a system that shall be ample, national, and catholic; having respect for the principles of religion, and for the equality of civil rights among a whole people; without any lords temporal or lords spiritual to prescribe or control in its management; a system in which the best good of the greatest

number is consulted, in which the interest of the public, the interest of the learner, and the interest of the teacher shall be identical. When such a system shall be fully developed by wise and practical men, there is no limit to be set to the modes and forms by which, in the course of an education, the pure principles of an elevated patriotism may be illustrated, all narrow sectarian prejudices may be softened down or rooted out, and the great body of the people become homogeneous, intelligent, and happy."

Addresses were also delivered at this meeting by J. W. Bulkley, on The Bible as a Text-Book; J. N. McElligott, on Language; and by Dr Proudfit, of New Jersey. The following reports were presented: On the Study of the Natural Sciences, by J. H. Partridge; Ventilation and Warming of School-Houses, by J. W. Bulkley; Moral Education, by E. M. Rollo; Reformatory Schools, by O. W. Morris; Emulation in Schools, by W. C. Kenyon; Teachers' Institutes, by Salem Town; Female Teachers, by Miss E. Oram, of New York; The Teacher's Profession, by S. W. Clark.

A committee was raised to secure an act of incorporation, which should grant to the Association power of licensing teachers, conferring degrees, etc.

In April of this year, Mr. McKeen had started a monthly journal in New York, called the *American Journal of Education*, of which four numbers were published. After the meeting of the Association the *Advocate* and the *Journal* were united, and subsequently published by Mr. McKeen.

Resolutions were passed by the Association this year urging the necessity of properly ventilated school-rooms, and censuring teachers who neglected to inform themselves in regard to this subject; favoring instruction in natural science and in schools, and affirming the importance of a knowledge of such sciences to those wishing to become successful teachers; asserting that moral instruction should form an essential branch of education in all schools, and that such instruction should be based on the Bible; thanking the Hon. Salem Town for his efforts in securing from the Legislature an appropriation for Teachers' Institutes.

The following officers were elected: President, Samuel B. Woolworth; Vice-Presidents, C. H. Anthony, L. Hazeltine, J. S. Boyd, and H. G. Winslow; Corresponding Secretary, Joseph McKeen; Recording Secretary, S. W. Clark; Treasurer, F. Cooper.

SAMUEL B. WOOLWORTH.

Mr. Woolworth was born in Suffolk County, Long Island, December 15th, 1800. He graduated from Hamilton College in 1822. He taught two years in Monson, Mass., and six years thereafter was principal of the Onondaga Valley Academy. From 1830 to 1852 he was principal of the Homer Academy. During this period of twenty-two years he is said to have educated no less than 5000 young men and women. For four years he was principal of the State Normal School at Albany, and from 1856 to the time of his death was secretary of the Regents of the University of this State.

His course was one of practical usefulness for more than half a century. His life well exemplified the language used by him in his inaugural speech at Auburn:

"In the character of the teacher may be read the character of the scholar. It is, in fact, his object to make his pupil like himself. What, then, should the teacher be in his spirit, in his influence, in his life? An example to be known and read of all men. In preparing himself for his high vocation, the teacher has a great work to perform. He must know his own character, and that he has a calling to the work. He must cultivate his own powers by untiring study. He must possess a quick discernment of character in all its phases, and be ready to adapt himself to its ever-varying forms, as they rise before him.

SAMUEL B. WOOLWORTH.

CHARLES R. COBURN.

"These are personal qualifications which are to be acquired, but cannot be imparted. There are, however, influences which may most favorably affect the character of the teacher, elevate the profession, increase its power, and secure its usefulness."

THIRD ANNIVERSARY.

The Auburn meeting was held August 2d, 1848. The following persons addressed the Association: The President, Professor Lowe, of Geneva, and Mrs. Emma Willard. Reports were presented as follows: W. C. Kenyon, on Emulation in Schools; N. Brittan, of Wayne, on Union Schools; J. W. Bulkley, on Ventilation of School-Houses. also on Incorporating the Association; Charles R. Coburn, on Mathematics (especially on Mental Arithmetic); Henry Howe, of Canandaigua, on School System of the State (against normal schools, and in favor of teachers' classes in academies); William P. Lyon, of Westchester, on a System of Education for Common Schools; Mr. Smeaton, of New York, and Professor Jewell, on the Study of the English Language; Henry Mandeville, on Elocution. These reports exhibit a great deal of ability and care in their preparation, and gave rise to earnest debate.

The following were among the resolutions passed: Asking the Legislature to increase its munificence to high schools and academies, better enabling them to prepare common-school teachers; expressing the sorrow of the members at the death of D. P. Page, the devoted and efficient principal of the State Normal School, and their deep sympathy for the bereaved family and widow.

Officers were elected as follows: President, Charles R. Coburn; Vice-Presidents, N. Brittan, W. W. Newman, W. C. Kenyon, H. Howe; Corresponding Secretary, Joseph McKeen; Recording Secretary, James Johonnot; Treasurer, Thomas W. Field.

During this year educational associations were held in Maine, Connecticut, Massachusetts, Vermont, Illinois, Michigan, Maryland, and other States. The meeting of the North-Western Educational Society at Detroit, August 16th and 17th, was largely attended, and the proceedings were of the highest interest. New York ranked third in point of the number of delegates in attendance. They were as follows: Ira Patchin, J. B. Thomson, Solomon Jenner, Edward Hazen, J. W. Bulkley, J. C. Sanders, N. S. Stanton, Lewis Cornell, E. Gray, and A. S. Barnes.

CHARLES RITTENHOUSE COBURN

was born in Warren, Bradford County, Pa., June 3d, 1809. He began teaching school when he was fifteen years old, and taught until May 4th, 1857, when he was elected County Superintendent of Bradford County, Pa., in which office he served two terms of three years each, when he was appointed State Superintendent of Pennsylvania by Governor Geary. He died in Nichols, Tioga County, N. Y., March 5th, 1869, aged fifty-nine years.

In his inaugural speech at New York, Mr. Coburn referred to the growth and object of the Association in these words: "We have entered upon a new era in the educational history of our State. Since we last met as a convocation of teachers, the Legislature has enacted a 'free school' law, which was submitted to the electors of the State for their rejection or approval. The majority in favor of free schools was overwhelming, the law was found to be imperfect in some of its details, and petitions for its repeal or amendment flowed in upon the next Legislature from every section of the State; but that Legislature, instead of responding to the petitions, either for alteration or repeal, saw fit, in their wisdom, to resubmit the same law with its objectionable features to the people, to be voted upon again this fall. Thus those who believe that the most direct method by which they can support the principles of free schools is to

sustain the present law, are again called upon to stand forth manfully and boldly in the support of the great cause of universal education.

"Let not our zeal grow cold, or our steps falter in this good cause, until knowledge shall be as free to every child in this great State as the air that surrounds us, the light of the glorious sun that discloses to our delighted view the beauties and grandeur of the universe, the rain that descends in gentle showers to fertilize the earth, or the flowing streams that rush in resistless torrents down our mountains or wander silently through our fertile valleys."

FIFTH ANNUAL MEETING.

On account of the prevalence of cholera in New York City, where the meeting was appointed to be held, the Association did not meet in 1849. The fifth annual meeting was held in that city August 7th and 8th, 1850. Among the chief characteristics of this meeting may be enumerated the following: An able address by Professor Tayler Lewis of Union College, on the Synthetic and Analytic Modes of Teaching. This gave rise to the appointment of a committee to report at a subsequent meeting. The Association gave enthusiastic support to a series of resolutions relative to the Free School law, which was to be submitted to the people, the second time, at the fall election. The constitution of the Association was amended, making county associations auxiliary to the State Association, and a great impetus was given during the year following to these organizations. Hon. Henry Barnard, of Connecticut; Hon Ira Mayhew, of Michigan; Professor Henning, of Toronto, and M. Henri Hirzel, of Switzerland, were present as visitors and addressed the Association. Addresses were also delivered by the President, Charles R. Coburn, T. W. Valentine, J. D. Thomson, D. P. Lee, and W. F. Phelps, and an essay by Miss Susan Bandelle, of Chautauque, was read by Mr. Kennedy. The meeting was one of great interest, and has been fruitful in good results.

On the 28th of August in this year, the American Association for the Advancement of Education was organized in Philadelphia, Rev. Dr. Nott presiding. This association continued in existence till 1858.

The most important resolutions passed by the New York meeting were the following:

Resolved, That this body recommend their fellow-teachers in the State, and their fellow-citizens generally, to give their approbation and support to the Free School law, again to be submitted for their decision.

Resolved, That an important principle is embodied in said law—viz., education for all; and hence, whatsoever defects may be found to be connected therewith should not be permitted to sacrifice a high educational principle, but should undoubtedly be remedied by after-legislation.

The following officers were elected: President, John W. Bulkley; Vice-Presidents, N. P. Stanton, George Spencer, O. W. Morris, and X. Haywood; Corresponding Secretary, Joseph McKeen; Recording Secretary, N. W. Benedict; Treasurer, Thomas W. Field.

JOHN WILLIAMS BULKLEY.

Mr. Bulkley's early teaching was in Fairfield, Conn., the place of his birth. Thence he removed in 1832 to Troy, N. Y., where he opened a private school. He afterward taught in the Albany public schools, and in 1851 became principal of one of the public schools of Brooklyn. In this city he was elected City Superintendent in 1854, and re-elected annually to that position until 1873, when Mr. Field was made Superintendent of Public Instruction, and Mr. Bulkley Associate Superintendent. This position he now occupies.

Mr. Bulkley has written and published numerous articles, chiefly on educational subjects, and has not been averse to cultivating the muses.

J. W. BULKLEY.

NEHEMIAH P. STANTON.

The following hymn may be found set to music in Bradbury's "Musical Gems:"

DEDICATION HYMN.

BY J. W. BULKLEY, WILLIAMSBURGH.

Father, hear! to Thee we raise
Grateful songs and hymns of praise;
Let thy blessing on us rest,
With thy smile may we be blest.

Thanks to Thee, our Father kind,
That provision for the mind
Thou hast made, and to us giv'n
In thy love, as rich as Heav'n.

Here a fount is opened wide,
All the streams are well supplied;
Fresh and free as mountain air,
All who will, may come and share.

Thou hast giv'n us friends most dear,
Parents, teachers, loved ones here,
Who for us both watch and pray,
And instruct us every day.

Give us grace to heed their voice,
And may wisdom be our choice;
Onward press, and upward move,
Blessing all by deeds of love.

Thus we'll hope to do thy will,
In the world our part fulfil;
And when life's brief hour is o'er,
Meet in Heaven, and love Thee more.

SIXTH ANNUAL MEETING.

The meeting was held in Buffalo, commencing August 6th, 1851. In his opening address, the President, J. W. Bulkley, gave a synopsis of the educational progress of the past fifty years. Addresses were delivered by Rev. G. W. Hosmer, of Buffalo, on the Ideal of Teaching; Nathan Hedges of Newark, N.J., on Motives to Study; Dr. T. S. Lambert, then of Mass., on Physiology; N. W. Benedict, of Rochester, on Intelligence and Moral Discipline; Miss M. J. Radley, of Buffalo, read a poem, on "A Word, its Influence;" Orson Kellogg, of New York, reported on the Analytic and Synthetic Modes of Teaching. This report elicited a prolonged and spirited discussion. A committee of five was appointed to report at next meeting on Teachers' Institutes, and to inaugurate such measures as to give greater efficiency to these organizations. A large number of delegates were in attendance from other States, who took an active part in the deliberations.

The following officers were elected: President, N. P. Stanton; Corresponding Secretary, J. N. McElligott.

NEHEMIAH PALMER STANTON

was born in the town of Pompey, county of Onondaga, and State of New York, on the 22d day of February, 1823. He received his school education at the Syracuse Academy, where he prepared for admission to the Sophomore class of Hamilton College. He left the Academy at the age of 16 and commenced the study of medicine with Dr. Stewart of Syracuse. Feeling a distaste for the practice of this profession, the next year he began reading law in the office of Jas. R. Lawrence of Syracuse. His first experience as a teacher was the following winter, in a small district school in the vicinity of Syracuse. He taught

winters and read law summers for the next three years. Becoming attached to the work, he gave up his law studies, and for the next ten years devoted his entire time to the business of teaching. So devoted was Mr. Stanton to his avocation that his annual vacations were spent in travelling, visiting schools, teachers' institutes, and conventions in his own and other States.

He took an active interest in all these organizations. Mr. Stanton's contributions to the press assisted much in the establishment of a free-school system for the city of Syracuse. In Buffalo he held the position of principal in the Third Department of the High School, which he resigned to take charge of the Brockport Collegiate Institute, at the commencement of its second year. The school was in a highly flourishing condition when the building was destroyed by fire. Funds for rebuilding were raised, largely through his influence, and the building was erected, which has since been enlarged and used as a normal school.

During the erection of the new building he was sent to the legislature as representative of the district. Upon the completion of the new college building, Mr. Stanton opened the school, but decided to close his career as a teacher. He was selected as deputy Secretary of State by Mr. Headley.

At the expiration of his term of office he was elected as a director and president of the La Crosse and Milwaukee Railroad Company, now the Chicago, Milwaukee, and St. Paul road, which position he held for several years.

While in Buffalo he had the degree of A.M. conferred upon him by Hamilton College, and while in the office of Secretary of State he received credentials from the Justices of the Supreme Court licensing him to practise as attorney. Since leaving the teacher's profession, some thirty years ago, he has been engaged in various kinds of business.

At one time he was interested with others in a plantation of twelve hundred acres of cotton and twelve hundred acres of corn in the State of Arkansas, which he personally superintended. He was an active member of the New York Stock Exchange for several years; he recently sold his membership for $29,500. He was also supported as a candidate for Superintendent of Public Instruction at the time of Mr. Gilmour's first election.

Whether teaching, railroading, farming, or banking, certain characteristics never forsook him. He was always kind and charitable to the poor, respectful and affectionate to the aged, devoted to the young, and idolatrous to babes. While holding the position of President of the National Rifle Association, which office he held three terms, one of the New York papers speaks of him as follows:

"Hon. N. P. Stanton, the President of the National Rifle Association, is an active member of the New York Stock Exchange. As a 'shootist' he has no particular record, though in the Annual Directors' Matches he makes an average score. He owes his official position to the interest he has always taken in the success of the Association, his great executive ability, and his universal popularity. In early life he was foremost in the ranks of educators in our State, and in 'teaching the young idea how to shoot,' and now, on the shady side of fifty, we find him teaching Mr. Soldier how to shoot. As a disciplinarian he was unequalled then, as an executive officer he has few superiors now."

THE SEVENTH ANNUAL MEETING

met in the Presbyterian Church at Elmira, Wednesday, August 4th, 1852. In his introductory address, Mr. Stanton said:

"The objects of our Association are the interchange of thoughts and views by lectures, discussions, etc. We meet also to discuss legislative proceedings in regard to the cause of education in our State. We meet, too, for social culture, to become better acquainted with each other, and thus cheer and encourage one another in our labors."

CHARLES DAVIES.

Addresses were delivered by C. H. Anthony, on Sanctions of Law; A. J. Upson, of Hamilton College, on the English Language, its history, characteristics, and peculiarities in this country; George Spencer, of Utica, on Thought and Language relatively considered; Ira Mayhew, State Superintendent of Michigan, on County Superintendency and Teachers' Institutes; and Rev. Dr. Murdock, of Elmira, on Education Developed by New Arts and Discoveries.

The report of W. W. Newman, of Buffalo, on Union and Central High Schools, and that of Mr. Nunda, of Livingston County, on Teachers' Institutes, were received with special favor.

The following resolutions were among the most important:

Resolved, That a paper be established, to be called *The New York Teacher*, and that the ownership, and entire control be vested in the Association. (By the adoption of this resolution, *The Teacher* was established in October, 1852, with Mr. T. W. Valentine as resident editor and an editorial board of twelve assistants.) That in our opinion the establishment of teachers' institutes in each county in the State is much to be desired, as one of the most effectual means to advance the interests of schools. That we regard the teachers' department established in the different academies in this State, as well as the State Normal School, as very important and essential institutions in preparing teachers for our schools; that we recommend them to the generous and permanent patronage and assistance of the State government; and that from the cordial, reciprocal and hearty co-operation of normal schools, teachers' departments, and teachers' institutes we hope to realize the greatest good to all the schools.

The following officers were chosen by the Association for the ensuing year: President, Charles Davies; Vice-Presidents, W. D. Huntley, D. H. Cruttenden, E. A. Sheldon, and D. J. Hamilton; Corresponding Secretary, T. W. Valentine; Recording Secretary, James Nichols; Treasurer, J. H. Fanning.

CHARLES DAVIES,

widely known as mathematician and author as well as teacher, was born at Washington, Litchfield County, Conn., January 22d, 1798. He graduated from the West Point Military Academy in 1815 and was assigned to duty as a lieutenant of artillery. The next year he was transfered to the corps of engineers and became an assistant teacher at West Point.

He subsequently resigned his lieutenant's commission, and was made assistant professor of mathematics. In 1821 he became assistant professor of natural philosophy, and in 1823 he received a commission as professor of mathematics. His health failing, he visited Europe in 1837. He was appointed professor of mathematics at Trinity College on his return, but being threatened with a loss of health he resigned this professorship. He was paymaster in the army and treasurer at West Point till 1845, when he took the chair of mathematics and natural philosophy in the University of New York. His mathematical works, which he began to prepare early in his career as a teacher, engrossing his attention, he retired to Fishkill Landing to complete his series of text-books. For a period he was connected with the normal school in Albany and in 1873 became emeritus professor of higher mathematics in Columbia College. His death occurred at Fishkill, September 17th, 1876.

EIGHTH ANNUAL MEETING.

The eighth anniversary was held in the city of Rochester, August 2d, 1853. Able addresses were delivered at this meeting by the President, Charles Davies, on Conformity to Law in Education; Henry Kiddle, on Motives to Mental Culture; A. J. Upson on Practical Education; and by Mr. Ogden, on Method in Teaching.

A report on alteration in the present school laws, submitted by Mr. Coburn, caused an animated discussion. The creation of the office of State Superintendent, of County Superintendent, and the law apportioning school moneys on the basis of the school census, were considered and warmly approved. A report in favor of free public schools was read by Mr. W. W. Newman, and on motion of Professor Johonnot a resolution was adopted asking the Legislature to pass a general union free school law. An able address for distribution was also read by Professor Upson.

The officers elected were: President, Victor M. Rice; Vice-Presidents, J. R. Vosburg, Solomon Jenner, J. H. Hardy, and J. Winslow; Corresponding Secretary, T. W. Valentine; Recording Secretaries, John H. Fanning, A. S. Palmer; Treasurer, Oliver Morehouse.

VICTOR M. RICE

was born in Mayville, Chautauqua County, N. Y., April 5th, 1818. His father was Hon. William Rice, who was prominent among the early settlers of that day. He graduated from Allegheany College, Pennsylvania, in the year 1841. The following year he commenced the study of law in the office of William Smith, of Mayville, a course of study which he did not complete until several years later. In 1843 he removed to Buffalo, and was employed as teacher of Latin, penmanship, and book-keeping in the school of John Deow. The year following he became partner with Mr. Deow, and their school was called the "Buffalo High School." In 1846 he became editor of the *Cataract*, afterward the *Western Temperance Standard*. In 1848 he was employed in the Buffalo public schools, and in 1852 he was elected twelfth Superintendent of Schools for that city. Subsequently Mr. Rice was elected State Superintendent of Public Instruction. He presided at the meeting held in Oswego.

That Mr. Rice entertained more than mere surface views on the subject of education may be seen from the following extract taken from his speech at Oswego:

"Is our system of education in harmony with the laws of our nature, and thus promotive of the highest development to which we are susceptible? Let us look at it and see. Let us deal frankly with its faults as well as its virtues. One defect is, that man revels in the pleasures of to-day. He seeks present enjoyment, and omits that solid discipline and frequent self-denial necessary to perfect his nature. The cure for this is not only in the school-room, but in the family. Set before the child the example of Franklin and others, and the noble boy will say, 'I will try to be like him.' How like a lever is the human will! It is the lord of circumstances. Resistance only calls forth its power. It is the locomotive that urges him along. Hence, get the will right.

"Another defect in education is seen in the inordinate desire for wealth. In our northern latitudes we see it developed in commercial tact, that is at least of questionable virtue. In the sunny clime of the South it is seen in the evils of slavery. I would not object to the accumulation of a fortune, governed by a laudable purpose. The danger is to make gain our God.

"The struggle to avoid labor is another indication of defective education. All were created for labor. The human constitution is so formed. Indolence carries in its train the destruction of power. It robs even physical enjoyments of their charm. The morn and the eve, the air, food, and water are most felicitous to the son of toil. Everything in nature would cease without action. It is by elemental strife that nature is preserved. The ocean is kept pure and the air is made wholesome by action. Physical labor is often considered low and degrading. Ladies can play the piano, go shopping, and the like. Young men cannot engage in those enjoyments that tan the brow or toughen the cuticle. An intelligent merchant, a few days since, told me that scarcely a day passed

VICTOR M. RICE.

without his receiving applications by parents to take into his store a son of uncommon genius—one altogether too smart to work. Were I asked where the greatest amount of virtue and worth is to be found, I should answer, Among the common people."

NINTH ANNUAL MEETING.

At the ninth annual meeting, held in Oswego, August 1st, 2d, and 3d, 1854, over which Mr. Rice presided, addresses were delivered by Marcius Willson, on Classification in Schools; James Johonnot, on Geography; W. D. Huntley, on the Union of the Practical and Theoretical in Teaching; Horace Greeley, on the Teacher's Profession; William Waring, on Agricultural Science; Professor Taylor, of Albany, also delivered an address. Marcius Willson, of Allen's Hill, presented a prize essay on Practical Education, and Mrs. C. H. Gildersleve, of Buffalo, a prize poem, The Teacher's Mission. Mr. James Johonnot, of Syracuse, was appointed State agent of the Association at a salary of $1000 per annum.

Resolutions were passed expressing the regret of the Association at the removal of Charles R. Coburn to another State, and making him an honorary member of the Association. Miss Susan B. Anthony presented a resolution in favor of women being represented among the officers of the Association, which elicited debate. Henry Howe, Esq., presented resolutions expressing approbation that the office of State Superintendent had been separated from that of Secretary of State.

The tellers announced the result of the election as follows: President, Reuben Dean Jones; Vice-Presidents, H. M. Aller, I. B. Poucher, S. S. Kellogg, Mrs. H. B. Hughes; Corresponding Secretary, John H. Fanning; Recording Secretaries, D. S. Heffron, Daniel Cameron; Treasurer, M. H. Beach.

REUBEN D. JONES.

Reuben D. Jones was born in Dover, Vt., November 13th, 1815. His educational advantages in early life were those which the district school of his native place afforded. Thoroughly imbued with the spirit of self-help, he engaged in studies by himself, and equipped himself as completely as was possible for the profession of teacher, in which he engaged for some years.

After Mr. Jones had taught one or two terms in Vermont, he went in 1838 to Fulton County, N. Y. Here and in Montgomery County he remained teaching until 1841. Then he went to Livingston County, where he for six years devoted himself to teaching. In 1847 he went to Rochester, and was editor of the Rochester *Daily American* for the two following years.

In November, 1849, he was made the superintendent of the public schools of Rochester, which office he held until 1855. With the exception of fifteen years spent as clerk of the Supreme Court of New York, he has been engaged in journalism. Before leaving his native State he had contributed frequently to the editorial columns of the Vermont *Phœnix*. Besides the *Daily American*, he has been connected as editorial writer with various journals, but chiefly with the Rochester *Democrat and Chronicle*, of which he was for a time managing editor, and where he is at present.

The following very suggestive language was used by Mr. Jones in his speech at Utica:

"The candidate for the teacher's profession should carefully examine himself. He should be able to decide within his own mind whether he possesses the essential qualifications for the business in which he would engage. If he feels that he is possessed of that power, if he have the elements of the true teacher, let him persevere and make every fact acquired subservient to his pur-

pose ; he will grow wiser and stronger by the showers and sunshine, philosophy bestows.

"We have heard of the young lady who had finished her education and regarded her books like the pattern of a last year's dress, fit only for lighting the fire. She is not alone in her glory ; she has a companion, though Dame Fortune, for wise reasons, may never have joined their hands. It is the *schoolmaster*, who, having barely solved the intricacies of *Daboll*, and learned from *Murray* that prepositions govern the objective, plumes himself upon his erudition, and imagines that he has reached the goal of all knowledge. New thoughts are forever banished from the pale of his oracular mind.

"What has thrown such an odor of conceit around so many of the profession? Why do they stand apart from the rest of mankind, and by their singularities provoke the pen of the satirist? They promised fair in the morning of their career. Some were persons of high promise, giving evidence of superior intelligence and wisdom. They entered the profession, and ran well for a time. Erelong they ceased to look ahead ; no new facts were gathered, and as every day demonstrated that they possessed knowledge vastly superior to those they were instructing, it was not long before all persons were regarded as equally inferior. The atmosphere they inhaled petrified their thoughts and habits. Intelligent men, of their own and other professions, did not regard them as the embodiment of wisdom, but rather as fossils of the school and its ideas where once they vegetated. Teachers, I beseech you, that however profound and varied the learning you now possess, however broad the fields of science and literature you may have explored, be not satisfied with present attainments. The world does not stand still, and so long as its physical revolutions are continued, so long will each recurring revolution spread out new fields of thought, and at the very time the progressive mind is prepared for their investigation."

The Oswego meeting closes the first decade of the Association. We find during this period the influence of the Association exerted for good chiefly in two ways—first, by increasing the general knowledge of teachers through a larger acquaintance with each other's views and methods ; and secondly, by its effect upon educational progress in the State as evinced in legislation and increased interest among the people.

The annual appropriation for teachers' institutes, the establishment of the Albany Normal School, the Free School Act, and the Union Free School Law were among the important measures of this period, all of which were materially assisted if not directly due to the efforts of the Association. A conflict at one time seemed likely to arise between the Association and the State Normal School when first founded, but it eventually disappeared.

CHAPTER III.

SECOND DECADE OF THE ASSOCIATION.

Tenth Meeting at Utica, 1855—Leonard Hazeltine—Eleventh Meeting at Troy, 1856—Organization of Commissioners and Superintendents—Thomas W. Valentine—Twelfth Meeting at Binghampton, 1857—National Teachers' Association—George L. Farnham—Thirteenth Meeting at Lockport, 1858—Oliver Arey—Fourteenth Meeting at Poughkeepsie, 1859—James N. McElligott—Fifteenth Meeting at Syracuse, 1860—Edward A. Sheldon—Sixteenth Meeting at Waterloo, 1861—James Cruikshank—Seventeenth Meeting at Rochester, 1862—Emerson C. Pomeroy—Eighteenth Meeting at Troy, 1863—James B. Thomson—Nineteenth Meeting at Buffalo, 1864—Edward North—The University Convocation—Review.

TENTH ANNUAL MEETING.

The annual meeting of the Association was held in Utica, beginning August 1st, 1855.

In this year the world was watching with anxiety the result of the Crimean War, across the water, while in this country the agitations resulting from the passage of the Kansas-Nebraska Bill were exciting no less attention. Whether these matters had any influence or not, it is at least true that considerable feeling was engendered at this meeting, so that some even asserted it to be "a falling off from the high tone and spirit that had characterized some of the former sessions." [1]

The duties of the presiding officer were unusually arduous. But the fairness and promptness which characterized his decisions gave perfect satisfaction. At the close of the meeting the contending parties united in resolutions complimentary to the chairman. "Few State conventions," said one of the Utica papers, "are so fortunate as to have a presiding officer of the ready decision and ability of Mr. Jones."

The addresses delivered by E. Peshine Smith, Deputy Superintendent of Public Instruction; ex-Governor Seymour, David B. Scott, Professor Ormiston, of Toronto; Professor Davies, and Hon. J. D. Philbrick, State Superintendent of Connecticut, were of a high order of merit, and well received.

After some discussion, the State agency was abolished.

Resolutions were passed, recommending that institutes be held in every county in the State, and that teachers' classes of longer duration be formed wherever practicable; also recognizing the importance of the office of County Superintendent, and pledging their influence to secure its restoration to our system of public instruction.

The following officers were elected: President, Leonard Hazeltine; Vice-Presidents, S. W. Clark, Edward North, E. A. Sheldon, and M. R. Atkins; Cor-

---

[1] *New York Teacher* for May, 1860.

responding Secretary, Charles H. Anthony ; Recording Secretaries, A. G. Salisbury, F. H. Weld ; Treasurer, M. H. Beach.

LEONARD HAZELTINE.

Leonard Hazeltine was born in Vermont in 1803, and died at New York in August, 1874. He was of sturdy Revolutionary stock, his father being one of the "minute-men" who bravely met the veterans of Britain on the battle-fields of Lexington one hundred years ago. Mr. Hazeltine was emphatically a self-made man. Though brought up on a farm, in a comparatively new country, where the principal means for mental improvement were those furnished by the district school during two or three winter months, such was his industry and thirst for knowledge that he made himself competent to take charge of one of these institutions at a very early age.

From childhood he had a decided taste for mathematical studies, and by solitary personal application made such progress in them as soon placed him in the front rank of teachers. His fondness for the acquisition of knowledge, and pleasure in communicating it to others, induced him to devote himself to the profession of teaching. As a teacher he was patient and industrious. His method of imparting instruction was simple, clear, and logical, and he was noted for the impartial justice with which he administered discipline to offenders. After a short experience in the country he came to the city of New York, and was employed by St. John's Academy for seven years, the last five of which he was principal of the institution. In 1835 he was appointed vice-principal, and the next year principal of the school now known as Grammar School No. 13. Under his charge the school soon won a high rank among the schools of the city. He continued principal of this school until a few days before his death, when he was stricken down with paralysis.

For nearly fifty-five years Mr. Hazeltine was a faithful and devoted teacher, and during this period had more than ten thousand pupils under his instruction and influence. The respect and confidence in which he was held by his employers, his fellow-teachers, and his pupils are evinced by the numerous marks of esteem and distinction which they lavished upon him. It has rarely fallen to the lot of any teacher to secure so universally the good will of those with whom he has associated, as it did to Mr. Hazeltine.

As a man Mr. Hazeltine was remarkable for his simplicity and transparency of character and his sound common-sense. As a citizen he was honest and honorable in his dealings with his fellow-men. He was free from envy and jealousy, and faithful to the many trusts committed to his care ; as a Christian he was untiring in his labors to relieve distress and improve the condition of the poor. In a word, he possessed in an uncommon degree those traits which go to make up the Christian gentleman. "The friend of all, the enemy of none." [1]

ELEVENTH ANNIVERSARY.

The meeting for 1856 was held in Troy, August 5th, 6th, and 7th, L. Hazeltine, of New York, presiding. The welcoming address was given by D. W. Tuthill, of Troy, President of the Board of Education. Mr. Hazeltine, in his inaugural, gave a sketch of the history and policy of the Association. The Association was also addressed by M. P. Cavert, on Music, its Extent and Influence ; Professor E. North, on American Scholarship ; Dr. T. S. Lambert, on the Syntax of Science ; Hon. S. S. Randall, on the Responsibilities and Duties of the Teacher ; S. B. Cole, on Elevated Aims of Life. Reports were submitted, by Mrs. Coleman, of Rochester, against Corporal Punishment ; Miss Jennette

[1] From J. B. Thomson's Necrology Report.

LEONARD HAZELTINE.

L. Douglass, on Physical Education ; Miss Susan B. Anthony, on the Education of the Sexes Together. These reports drew out a spirited discussion. At this meeting, the *New York Teacher* passed from the direct pecuniary management of the Association into the hands of James Cruikshank, LL.D., who assumed its liabilities, while the Association retained, through its Board of Editors, the entire control of its columns. The *Teacher*, however, continued to be the organ of the Association.

During this session the school commissioners and city superintendents of the State met in Doolittle Hall and organized the *Association of School Officers of the State of New York*. This body has since met annually. It is not too much to say that the Teachers' Association and the *New York Teacher* did much to secure the passage of the act creating the office of School Commissioner, and quite naturally these officers have manifested a deep interest in the success of their alma mater. The Commissioners' Association was reorganized at Geneva in 1866, Charles T. Pooler being the first President of the new organization.

The following have been Presidents of the Association of School Commissioners and City Superintendents : Victor M. Rice, ex officio ; H. H. Van Dyck, ex-officio; John W. Bulkley, James Cruikshank, Charles T. Pooler, J. B. Wells, Edward Smith, Oscar F. Stiles, Andrew McMillan, Edwin A. McMath, Sidney G. Cook, George V. Chapin, Edward Wait, George T. Crumby (elect).

Sketches of these officers, not given in the course of the history, may be found in the appendix.

The officers elected by the Teachers' Association this year were as follows : President, Thomas W. Valentine ; Vice-Presidents, E. C. Pomeroy, W. H. Bannister, Henry Carver, and W. N. Reid ; Corresponding Secretary, James Cruikshank ; Recording Secretaries, N. F. Benson, Isaac Hobbie ; Treasurer, C. H. Anthony.

THOMAS WESTON VALENTINE.

The following modest sketch of the main incidents of his life was prepared by Mr. Valentine himself, for a genealogy of a branch of his family.

" He commenced his career as teacher in the year 1836, in that part of Lancaster, Mass., which is now included in the village of Clinton. In 1837-8-9 he taught in his native town ; in 1840, in the State of Pennsylvania (where the present wife of General John W. Geary was one of his pupils) ; in Ashland, Mass., in 1841, and in 1842 removed to Albany, N. Y., where he was principal of a public school eleven years. He was superintendent of the Albany Orphan Asylum in 1853-4 ; was Alderman of the Ninth Ward in 1852-3-4 ; was editor of the *New York Teacher* two years, and in 1855 became principal of public School No. 19, Brooklyn (now containing over 1000 pupils). He was also deacon, clerk, chorister, and Sunday-school superintendent of Baptist churches in Albany and Brooklyn for many years.

" The only specialty he claims in his professional life is his efforts to excite more *esprit de corps* among teachers. In 1838 he called and presided over the first convention of teachers held in Worcester County. In 1845 he originated the New York State Teachers' Association, as mentioned in the previous chapter. In 1857, while President of this Association, he made the first movement which resulted in the organization in Philadelphia of the *National Teachers' Association*, which is the largest and most important body of teachers in the world."

He was born at Northorn, Mass., February 16th, 1818, and was therefore sixty-one years old at the time of his death. He had an engagement with Hon. M. O'Keeffe, a member of the Loyal Committee of the school, at Mr. Richard Huntley's residence, at 7 o'clock. When he arrived there he was shown into the parlors to await Mr. O'Keeffe's arrival. As Mr. Huntley and his family were

at dinner, he was left alone. Inside of five minutes a knock was heard on the floor, and in response a servant ascended to the parlors. Mr. Valentine complained of being unwell, and requested that one of the windows be raised. After obeying his order, the domestic informed Mr. Huntley, who was at the sick man's side in a moment. Mr. Valentine was removed to a sofa, where he was placed in a recumbent position. Dr. Schopps was summoned. Before his arrival the veteran teacher breathed his last. It is supposed he died of heart disease. He leaves a widow, three sons, and a daughter.

THE TWELFTH ANNUAL MEETING

of the Teachers' Association was held in Binghamton, August 4th, 1857. This was, perhaps, a larger assemblage of teachers than had ever previously met in this State, and the proceedings were practical and enthusiastic. The addresses were of a high order. Rev. A. D. Mayo gave an address on New York and her Common Schools; Professor Henry Fowler, on the Labor of Hands, Heads, and Hearts; Professor W. F. Phelps, The Republic, its Law of Life, and its Highest Duty. Hon. H. C. Hickok, State Superintendent of Schools Pennsylvania, and Hon. H. H. Van Dyck, State Superintendent New York, each delivered strong and practical lectures. George W. Greene read an Essay on Development of Character, and James H. French a poem on the Popular Teacher, of which the following are the closing lines:

"O, then, be wise!
Be every measure of thy choice, to aid
In forming deathless intellect, the fruit
Of earnest study and of zealous care,
E'en looking to the boundless future of
Its destiny. Thou may'st be popular,
Perchance, but seek not popularity
As motive spring of any act, in thy
Profession. Valiant be, and ever dare
To do the right, tho' all the gather'd hosts
Of error may oppose. Then, if thou fail
On earth thy well-earn'd measure of applause
To gain, that nobler tribute from the skies,
'Well done thou good and faithful servant,' shall
Thy glorious mission crown."

M. P. Cavert introduced his resolution in regard to prizes in schools, upon which a committee was appointed, with Mr. Cavert as chairman. The Association again, on motion of Dr. Wilder, indorsed unanimously the free school policy. The evening of the last day of the session was devoted to volunteer speeches, sentiments, and social converse. President T. W. Valentine's inaugural was hearty, earnest, and practical, referring mainly to leading questions that should engage the action of the Association.

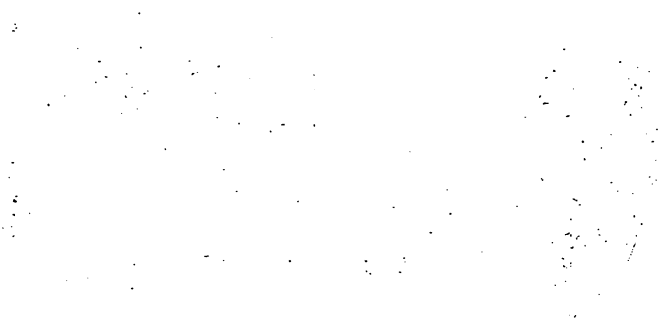
The following resolutions were passed:

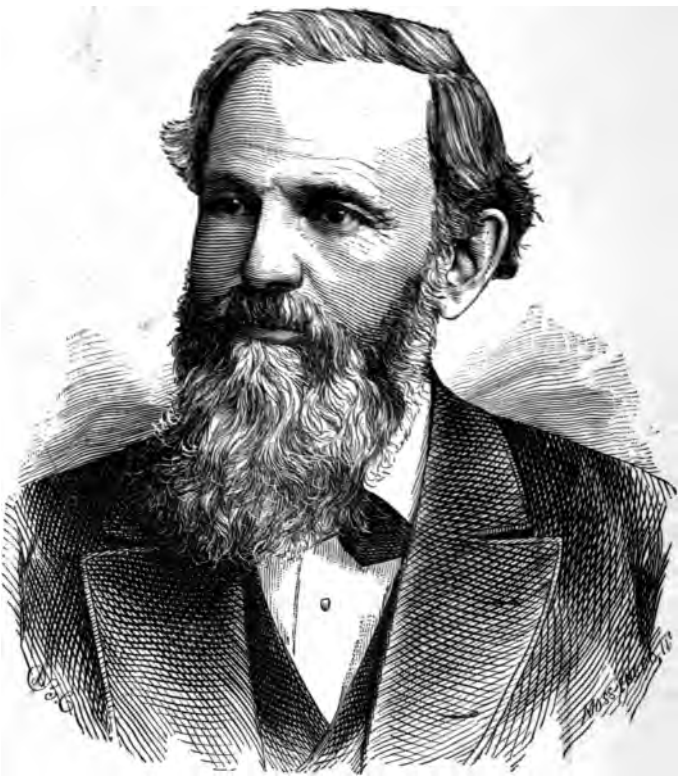
Resolved, That this Association appeals to the Legislature of the State to ratify again the voice of the people, twice expressed at the ballot-box, by the enactment of a *General Free School Law*, and respectfully requests the State Superintendent of Public Instruction to employ his official recommendation and personal influence to secure this measure at the next session of that body; and

Resolved, That in our opinion the colored children of this State should enjoy equal advantages with the whites; also

Resolved, That as the present compensation of female teachers is generally about one half or one third as much as the men receive in the same employment, and under the same circumstances, it is a fact mortifying to woman and calculated to degrade her in the estimation of the community, and that it is alike inconsistent and unjust.

The last two of these were the result of certain resolutions presented by Miss Susan B. Anthony.





GEORGE L. FARNHAM.

The following officers were elected at this meeting: President, George L. Farnham; Vice-Presidents, H. G. Abbey, James Atwater, and A. McMillan; Corresponding Secretary, James Cruikshank; Recording Secretaries, Wheaton A. Welch and E. Danforth; Treasurer, E. S. Adams.

GEORGE LOOMIS FARNHAM

was born, January 9th, 1824, in the town of Richfield, Otsego County, N. Y. At about the age of five years he removed with his parents to Leonardsville, Madison County, N. Y., where he resided until the year 1841, when he moved to Smithville, Jefferson County, N. Y., and after a residence of about a year to Watertown, N. Y.

Mr. Farnham's parents were poor, his father supporting the family, which was large, by a small tanning business. The son's school advantages were such as were afforded by the village school and an occasional term at a select school, until at Watertown, where he had the advantages of an academy.

He taught school two winters previous to removing to the "Black River country," as it was called in those days. One year in Smithville, he attended a term at Union Academy in Belleville, Jefferson County. Boarded himself, carrying provisions from home in Smithville, often on foot.

In school young Farnham was remarkable for dulness rather than brilliancy. Early school days were a perfect torture. He could do nothing with the work given, which was mainly that of memorizing texts without thought. "My mind," says Mr. Farnham, speaking of this period, "was absolutely idle, except when engaged in something not prescribed in the school duties; hence I was in constant difficulty, which resulted in almost daily whippings, at the time the only mode of correcting evils in the school-room. I was always ingenious as a mechanic—could make windmills, water-wheels, and attach machinery to them, but could indulge in such vain amusements only after a full day's work had been done, or by stealth. I have often had the work of months destroyed, because it absorbed too much time from the spelling-book and the tanyard. I am not able, even to this day, to quite see the justice of this, or the wisdom of depriving a lad of nine and twelve years of age of such sources of enjoyment. I can hardly think my father quite comprehended the feelings of his 'erring' boy, as he was obliged to witness the disappearance of the tangled rigging, pulleys, ropes, hull, sails and all of his ship, that had cost at least six months' study and work to put it in sailing trim, as it was given to the flames."

In 1845 Mr. Farnham was engaged to teach in the schools of the village of Watertown. After the year's work, and while upon his second year's engagement, he received an appointment to the State Normal School, then quite recently established under the principalship of David P. Paige. Graduating from this school in the spring of 1847, he taught the village school of Adams, Jefferson County, and from thence was called to the school in Watertown, which he left to again attend the Normal School.

In 1850 he was appointed principal of School No. 3, of the city of Syracuse. He resigned this position to take charge of a female seminary in Indianapolis, Indiana. Health failing, he returned to Syracuse, purchased a private school for young ladies, from which, in the spring of 1855, he was called by a unanimous vote of the Board of Education of that city to the superintendency of the schools. This position he occupied until the spring of 1863.

From this time until 1869 he was engaged in other business. In April of this year he was invited to the superintendency of the Binghamton, N. Y., schools, and continued to occupy the position until October, 1875.

In the fall of 1878 he accepted the principalship of one of the ward schools of Binghamton, and remained in the position two years.

In September, 1880, in response to the call of the Board of Education, he as-

sumed the superintendency of the schools of Council Bluffs, Iowa. Before the close of the first year he was elected for an additional term of three years. In June, 1882, was again elected superintendent of schools by the Board of Education of Binghamton, but after due consideration thought best to decline the appointment.

"As an educator, my chief labors," says Superintendent Farnham, "have been directed toward the introduction and establishment of rational methods for the primary grades in our schools. Early during my administration of the schools in Syracuse, I visited the normal school at Toronto in company with Dr. H. B. Wilbur, the efficient superintendent of the New York Institution for Feeble-minded. Here I first became acquainted with the labors of the Home and Colonial Society of London. I secured their publications and many of their appliances for teaching; with these, and with many valuable suggestions from Dr. Wilbur, 'object-teaching,' as it is called, was introduced into the schools of Syracuse.

"Reading was a matter of deep interest. The Word and Phonic methods combined were first tried, but difficulties developed to hinder that complete success toward which I looked forward. I then thought a remedy was found in the Phonetic method. So, books were procured, and after one or two experimental classes, the system was inaugurated in all the schools. It was pronounced a success. A committee from the State Teachers' Association examined the workings of the method, and gave it unqualified indorsement. In some respects the success was perfect. The articulation of the children became so correct that all brogue was so completely destroyed that the committee who examined the work could hardly believe the classes were made up of several nationalities. After a thorough trial for years, the method was abandoned.

"When I went to Binghamton I had again turned to the Word method, believing that with sufficient care and illustration it could be made a success. All who examined the work pronounced it excellent. But there were certain indications that to my mind suggested failure for the object desired—viz., to give the children control of the printed or written page with the eye, so as to take in the thought of the author, and then simultaneously give vocal utterance to these thoughts in the language of the author, so that another could realize that the thought was present in the mind of the reader. There was a hesitancy between words, a want of naturalness of expression, that required drill, and careful drill, to correct; nor was the correction always made when the teacher supposed it was.

"The whole subject underwent a reconsideration in my mind, and resulted in bringing forward the Thought and Sentence method, which in January, 1871, was introduced into all the first primary departments of the schools of Binghamton. The first few weeks were weeks of anxious waiting for results. But soon those results came, and gave earnest of what was desired. The schools of Binghamton began to attract attention; a widespread discussion followed. I first gave a short account of the matter to the public in a paper read before the New York State Teachers' Association of school officers, held in Utica in June, 1871. In 1873, in Elmira, before the section of elementary schools of the National Teachers' Association, a paper was read devoted exclusively to this topic. While this method of teaching children to read is still questioned by many, yet as the years pass, old methods, especially the word method, are modified, and each change is in the direction of making the thought and sentence the basis.

"When the method was introduced into Binghamton, printing was abandoned and writing substituted.

"My formula is now a very simple one. First, give the child the power to readily obtain the thought of the author, by looking upon the printed or written page; and secondly, give him power to express any thought present in his mind, both orally and by writing, with ease and accuracy."

OLIVER AREY.

THE THIRTEENTH ANNUAL MEETING,

at Lockport, was not unfruitful in practical results, and in the discussion of questions involving the most important interests. Ex-Governor Hunt welcomed the Association in a happy speech, after which the President, Mr. Farnham, laid before the body a schedule of the most important questions bearing upon the success of our school system, discussing especially our school policy, and presenting with much force the paramount importance of primary instruction. The address of Mr. Keyes, Deputy Superintendent of Schools, reviewed the school system of the State, revealing its defects and suggesting needed improvements. It elicited warm discussion, and led to the appointment of a committee to prepare a report on the subject. M. P. Cavert submitted an able report against offering prizes in schools, which awakened much attention; and although the resolution was laid upon the table, associations in other States have made it the basis of prolonged debate. Rev. W. A. Bartlett gave an address on Language —its Glory and its Shame; Rev. S. J. May, on Primary Education; T. S. Lambert reported on Evening Academies and Colleges. Several important questions and resolutions called out the speaking talent of the house. Professor Charles Davies created a marked sensation by announcing the successful laying of the Atlantic cable, and the meeting closed with the usual "sociable" on the evening of the third day.

Among the resolutions passed was one favoring compulsory attendance of pupils; also the following:

Resolved, That the public money appropriated by the State for the support of common schools should be apportioned to the several districts in proportion to the number of scholars that actually attend school for at least six months of the year, for which the money is appropriated.

Resolved, That, in the opinion of this Association, the State should provide for the establishment of academies and collegiate evening schools, throughout the State, in such places that all her citizens may have an opportunity of obtaining thorough education.

Resolved, That, in the management of children, the practice of appealing to the sense of right and the dictates of conscience to obtain good conduct and the proper effort in study, should, in our opinion, be universal.

Resolved, That the appeal to self-interest to obtain the same object is, under many circumstances, of doubtful propriety.

Miss Susan B. Anthony introduced resolutions, which were laid upon the table, providing that in all our public schools the girls should not only be *allowed*, but *required*, to practice declamation and discussion, precisely the same as boys now are; that the sexes be educated together; and demanding the abolition of colored schools.

The following officers were elected: President, Oliver Arey; Vice-Presidents, E. S. Adams, J. W. Barker, W. A. Welch, and C. H. Dana; Corresponding Secretary, James Cruikshank; Recording Secretaries, L. H. Cheney and James Atwater; Treasurer, C. H. Anthony.

OLIVER AREY.

Professor Oliver Arey graduated from Phillips Academy, Andover, Mass., in 1841. Subsequently he received a degree from Union College.

Soon after leaving Andover he accepted the charge of a private school at the South. He had but just organized this school when he was attacked with a fever, which caused him to resign his position and return North to recover his health.

In 1843 he was called to a private school in Cleveland, Ohio. In this city he remained until 1847, when he was offered the principalship of one of the largest public schools in the city of Buffalo, N. Y. While in charge of this school he had an opportunity to more completely develop his theory of education.

Mr. Arey held that no instruction was valid that did not appeal directly to the consciousness of the pupil and in the end produce a loyal conviction there to the subject taught. All incentives to study other than the love of the subject taught he set aside as unworthy an educator, and encouraged original work in all directions. The year following he was called to the charge of the Central High School of the city of Buffalo. This school he organized, prescribed its first regular course of study, and on completion of the course graduated the first classes. He remained in this position until he was called, in 1864, to the principalship of the State Normal School at Albany.

In the summer of 1867, after receiving a second call to the same position, he accepted the presidency of a State Normal School in Whitewater, Wis. As this school was a new one, and the normal school work only in its infancy in this State, Mr. Arey was not only called upon to organize this institution, but in a large measure helped to shape the normal school policy of the State.

Retiring from this position in 1876, he returned to Buffalo, where he engaged in educational work until, in 1879, he was called to the charge of the Cleveland City Normal School.

Mr. Arey has written and lectured much upon the educational topics of the times.

Mr. Arey's profound views on the subject of moral education may be seen in the following extract from his inaugural address, delivered at Poughkeepsie:

"In just that proportion that this better part of our nature has been corrupted and blinded by wrong-doing, and its freedom of action enslaved by the power of evil, in just that degree will our intellectual strength come short of its real power and acuteness; for no mind can act in its full vigor unless it be free. And it has been said by him whose authority may not be questioned, that the mind must know the truth that it may be free. If, then, the knowledge of the truth only gives freedom of action, and that mind only can act vigorously that is moved by its impulses, how can that mind advance as it ought to advance which is filled with and moved by the impulses of error? This blighting power of evil was voiced by the great poet of the human soul, when he acknowledged the stern authority which conscience holds over all our acts:

> "Thus conscience does make cowards of us all,
> And thus the native hue of resolution
> Is sicklied o'er with the pale cast of thought,
> And enterprises of great pith and moment,
> With this regard their currents turn away,
> And lose the name of action."

"This truth ought not to be truth. Conscience, that does make cowards of us all, ought to make heroes of us all. It ought to be the corner-stone of power, that should give courage and strength to meet every duty.

"Our intellectual acts ought to be so grounded in a correct moral nature, that conscience should ever be ready to remove all hesitancy of immediate action, and guarantee a just result, that he who *falters* in the discharge of his duty may take courage thereby.

"Less than this cannot be safely taught to any existence but a brute. He who teaches less commits an error, and inflicts a loss upon the recipient of such instruction, commensurate with an eternal existence."

THE FOURTEENTH ANNUAL MEETING.

The President, Oliver Arey, of Buffalo, called the meeting to order at 10 A.M., August 2d, 1859, in the city of Poughkeepsie. Hon. John Thomson gave the welcoming address. The regular addresses were delivered by the President; Peter Rouget, of Brooklyn, on the Self-education of Teachers; Rev. E. M. Rollo, on Arnold; F. B. Snow, What shall we Teach?

One of the most suggestive addresses presented was by Professor E. L. You-

JAMES N. McELLIGOTT.

mans, on the Chemistry of the Sunbeam, or the Celestial Origin of the Terrestrial Forces, from which the following is an extract:

"On the Menai bridge, 400 feet long, the heaviest train bends it only one quarter of an inch. The sun rises silently upon it, and raises it an inch and a quarter by noon.

"The sun comes up on Bunker Hill, drives in millions of little wedges, and the monument vibrates like a pendulum. But upon the earth and waters this force is equalized. The waters rise into the atmosphere, fall upon the earth, and return again to the sea. So the continents are continually shovelled into the ocean, and the ocean becomes dry land, and the dry land pools of water. The solids and liquids obey different laws. The solids stick together; the tendency of the liquids and gases is to fly apart. The subtle force of the sunbeam does this, and storms are generated and hurricanes sweep over the earth. The primary cause of all this is away down among the atoms. As tested in the spectrum, the greatest intensity of heat is found beyond the spectrum in the dark region beyond the *red*. The greatest heat, then, is in the dark. The third force in the sunbeam is the chemical force—that which acts in the daguerrotype, producing decomposition, breaking up chemical combination. This takes effect in the spectrum where the heat and light are lowest, and goes out into the dark space beyond the *orange*. When the light is intensest the chemical force is the lowest.

"Whence comes animal life? We take in food, and it is digested; we take in air, it acts upon the food, destroys it, and originates *force*. This agent of destruction is the oxygen of the air. It burns us up as it does in the flame, and creates force. Yet we cannot live without it. By the agency of oxygen—if man is kept from food—the fat burns up first, then the muscles, lastly the nerves. Those highest forms of animal life connected with the brain are destroyed last, and we say man is starved to death. He is simply burned up. This force follows him into the grave, and in time disperses the body throughout the universe."

Able reports were presented on behalf of the respective committees; by Miss Stanton, on the Association of Boys and Girls in Composition and Declamation; T. S. Lambert, on Physical Training; E. D. Weller, on Qualifications of Teachers; E. C. Pomeroy read an able report on a Uniform System of Public Instruction for the State of New York.

The following officers were elected for 1860: President, James N. McElligott; Vice-Presidents, James Johonnot, W. N. Reid, Asa Baker, and E. A. Charlton; Corresponding Secretary, James Cruikshank; Recording Secretaries, James Atwater and George N. Harris; Treasurer, William H. Hughes.

JAMES N. M'ELLIGOTT, LL.D.

James N. McElligott was born in Richmond, Virginia, October 3d, 1812, and died in the city of New York, October 22d, 1866. His ancestors were natives of the North of Ireland, and the family name is localized in a little place in that region called Bally McElligott.

At an early age James N. McElligott came to the city of New York, which became his permanent home. He entered in due course the New York University, which he left to become an instructor in the Mechanics' Society Institute. He was afterward promoted to the position of vice-principal, and subsequently principal of that institution. In 1853, at the solicitation of prominent gentlemen, he opened a classical school, which he conducted with signal success till his death.

Dr. McElligott was a teacher of large and varied experence, a ripe scholar, and in the highest sense a Christian gentleman. He was courtly, but courteous; dignified, but affable; learned, but unostentatious.

He was much interested in literature, and was the author of various educational works, among them "The American Debater," "McElligott's Analytical Manual," and "Oldham's Humorous Speaker." The series of Union Readers known as Professor Sanders's also owe much to his participation in their preparation. His last literary work given to the public was an introduction to "Hailman's Object Teaching." At the time of his death he was engaged upon a Latin grammar, which he had arranged to follow up with a similar work upon Greek. His exceptional fondness for the languages had led him to much study in that field, and beside the acquisition of French and German, both of which he spoke with fluency, he deeply investigated the Sanscrit. Beside these varied attainments, he had written many little poems, which evinced no small skill in that direction.

The crowning glory of Dr. McElligott's career, however, was his Christian character. Uniting exceptional firmness to gentleness at all times, his influence was exerted to the benefit and advancement of others. Deeply imbued with the Master's love for little children, he devoted much time to Sunday-school interests, and was for sixteen years Corresponding Secretary of the American Sunday-school Union. He passed away with perfect calmness and with entire confidence in the redeeming power of the Master's love.

THE FIFTEENTH ANNUAL MEETING

was held in Weiting Hall, Syracuse, commencing July 31st, 1860, at 10 A.M.

The meeting was called to order by the President, James N. McElligott, LL.D., of New York, and the exercises were opened with prayer by Rev. J. M. Clark, of Syracuse, after which a hymn was sung by the audience under the direction of Joseph A. Allen to the tune of Boylston. The Association was then heartily welcomed to the city by his Honor, Amos Westcott, Mayor of Syracuse, and Major John J. Peck, President of the Board of Education. Mayor Westcott contrasted the educational interests represented in the Association with the material interests of the State, and portrayed the advantages that have inured to society, and the world even, in its aspect of outward prosperity through educational influences, and paid a glowing tribute to the public educational system of our State, in its present and hopeful prospective action. Major Peck referred to the organization of the Association in this city, and the happy influences that have gone out from these associated efforts.

In reply to the addresses of welcome by the Mayor and Major Peck, Mr. McElligott said:

"We are glad to meet in your goodly city. Well does she, that thus nobly receives the ministers of education, deserve to bear the name of that elder Syracuse that cherished Archimedes and the Sicilian muses. Well may we take courage in the performance of our often trying and arduous duties, if we may but count upon greetings cordial and cheering as this. Well does Syracuse realize the value of her central position in the State, seeing that, by due regard to her schools, she has made herself a centre of educational influence and example worthy of all imitation.

"We are thankful, gentlemen, for the feeling which prompted this public demonstration—thankful for your eloquent expression of it, the accents of which still linger on our ear, under the impressive influence of grateful feeling."

After the President's address, Mr. Pomeroy, of the Committee on a Uniform System of Public Instruction for the State, reported in favor of a permanent *unitary* power, having entire control of the school department. This was supported by G. H. Stowits, James Cruikshank, J. W. Cole, and opposed by James Johonnot, M. P. Cavert, and Henry Howe. The latter gentleman believed that the tendency of a unitary power would be to produce a despotism, not only in laws and regulations for the schools, but would create a monopoly in the publication of text-books. The resolutions were, however, adopted.

EDWARD A. SHELDON.

Henry Kiddle delivered an address on Fundamental Principles of Teaching; Mr. Weller read a report on Qualifications of Teachers; Professor J. B. Thomson, a report on Oral Instruction; Hon. Henry H. Van Dyck delivered a highly interesting address on the School System of the State; William F. Phelps an address on Universal Education. On the second day the following resolution, presented by Mr. B. F. Clark, excited considerable discussion:

Resolved, That the union of the sexes in the school and class room not only excites increased mental effort, but chastens the affections, elevates the moral sentiments, and better fits them for the stern duties of life.

This having followed the report of the Committee on the True Basis of Gradation in Public Schools, it was moved and carried that the report of that committee be adopted instead, which was, in effect, that all gradation should depend upon intellectual qualifications, without regard to sex, color, or condition.

Two other reports of interest were, one upon the influence of Motives in Education, presented by Mrs. Gildersleeve, and Misses Rice and Andrews, committee, the other by D. H. Cruttenden on the Natural Order of Development in the Human Faculties.

The following were the officers elected: President, E. A. Sheldon; Vice-Presidents, J. W. Cole, W. W. Newman, A. H. Lewis, and Albert Allen; Corresponding Secretary, James Cruikshank; Recording Secretaries, James Atwater, A. H. Clapp; Treasurer, W. N. Reid.

EDWARD ALLEN SHELDON.

Edward A. Sheldon was born at Perry Centre, Wyoming County, N. Y., October 4th, 1823. Here, on his father's farm, he spent his boyhood, and prepared for Hamilton College, which he entered at the age of twenty-one.

His health failing at the end of his junior year, he turned his attention to horticulture, under the direction of Mr. Charles Downing, of Newburgh, N. Y., and presently engaged in the nursery business in Oswego, N. Y., an undertaking which resulted in failure. During the months of suspense and waiting which followed, Mr. Sheldon's attention was drawn to the condition of the poorest classes of the Oswego population, and he gathered many statistics relating to their spiritual, mental, and physical status. Deeply impressed with the fact that multitudes of children were growing up in ignorance and vice, he presented these statistics to some friends, who heartily joined him in organizing a society which should aim at providing free schools for the poor and a home for orphan children. A room was soon rented and fitted for a school, books were purchased, clothes and money solicited, sewing societies organized; but the teacher was not yet engaged. The committee in charge of the matter so strongly urged Mr. Sheldon to undertake this part of the work, that he at last yielded to their entreaties, quite in opposition to his own wishes and ambitions, and he entered the teacher's profession on a salary of $300 a year. This was the beginning of Mr. Sheldon's educational career, and of the free school system in Oswego.

This effort proving successful, Mr. Sheldon raised the question in the Orphan and Free School Board, "Why should not all the public schools in the city be free?" This question was seriously discussed, and soon presented to the public; and although the desired result was not at that time attained, yet the beginning was made which was destined to develop the free-school system in Oswego. This system was established in 1852–53, and Mr. Sheldon was called upon to organize and superintend it. Meanwhile he had not been idle. For two years he had been superintendent of the schools of Syracuse, N. Y.; these schools he consolidated, classified, and graded more perfectly, and combined the various scattered school libraries into a Central Library, which has since become one of the most useful institutions in Syracuse. He also urged, in the

first annual report ever published by the board, the establishment of a high school, which was subsequently organized after his plan, and is now one of the best in the country. But his chief work lay in Oswego. As soon as he became superintendent he consolidated and organized the schools into a graded system, which has remained about the same for thirty years, in good running order. This system was supplemented in 1854 by unclassified and arithmetic schools, designed to meet the wants of pupils who could not be accommodated in the regularly graded schools.

In 1859, however, the great work of Mr. Sheldon began—namely, *the systematic introduction of objective methods of teaching.* Attention was immediately drawn to Oswego, and such was the demand for teachers trained in these schools that the board was seriously embarrassed by the loss of many of their best instructors. In this dilemma, Mr. Sheldon proposed to the board to establish a "Training School for Primary Teachers," which should supply the evident need of the public. This proposal was quickly adopted, and Miss M. E. M. Jones, who had been engaged for fifteen years in London in this very work of training teachers, was employed to organize and inspire this new enterprise. After her return to England in 1862, Mr. Sheldon became her successor as principal of the Training School, still retaining his old duties as superintendent. But by 1870 the school had grown so much as to require his undivided time and strength. The little Training School, which began with nine pupils in a single room and with a single teacher, is now one of the largest and most flourishing State Normal Schools, with an annual attendance of 450 pupils, with a faculty of teachers with an annual appropriation of $18,000. More than a thousand graduates have been sent out; many of the leading cities of the country have training schools formed after the model of that at Oswego, and six other normal schools have been established in New York State on the same plan. All of these schools are flourishing, and most of them have been furnished by the Oswego school with teachers for their training departments.

Mr. Sheldon is still principal of this school, a position which he has now held for twenty years.

THE SIXTEENTH ANNUAL MEETING

was held in Washington Hall, Watertown, commencing July 20th, 1861.

After the address of welcome by J. L. Bigelow, Esq., the President delivered his annual address. It was a plea for improved methods in education. He recommended the cultivation of the senses, by means of object teaching, improved text-books, and the study of the natural sciences.

The most important reports were upon Means of Preventing Unnecessary changes of Text-Books, by M. P. Cavert, and Course of Instruction for Primary Schools, by Dr. Lambert.

Dr. Fisher, of Hamilton College, spoke on the Relation of Schools and Colleges. N. A. Calkins, on Pestalozzian Teaching. Pestalozzi held that the nature of man contains an inborn instinct of development. The teacher must remove the obstacles in the way of development, and positively aid the faculties in the search for truth.

The child's first tutor is nature. Observation is the absolute basis of all knowledge. Next, the child should be taught to express correctly his ideas.

Language, number, and form are the elements of knowledge.

He endeavored, first, to find the point of commencement with each child, and at each moment to find what he is most in need of.

The speaker ventured some criticisms upon the system as taught by Pestalozzi, and gave a vivid picture of the history of Pestalozzianism in Prussia.

The system is based on the principle that education is not the communication of knowledge, but the development of the child himself—of all the powers and qualities of the mind.

JAMES CRUIKSHANK.

Professor P. A. Chadbourne delivered an address on the Study of Natural History.

Natural history is the study of this earth as one mass, and of everything in its structure and on its crust. Every glance of an eye takes in the study of a life. But what is the value of this material in educating, and how can I avail myself of its best teaching? In their adaptation to their own uses, all animals are equal, but in rank one is above the other. Man is the prince of all, not in his mind only, but in physical structure—from the number, the perfection, and the wonderful adaptation of all the functions of his being, but specially from its fitness to be the tabernacle of the soul. We must look to our primary schools to inaugurate the love for nature that shall make this world minister more fully than it has ever yet done to our higher faculties.

These beautiful agents of nature are your servants to fill your mind with wisdom, and your eye with beauty, and your heart with joy. They work for nothing and board and clothe themselves.

The Committee on Course of Instruction for Primary Schools presented the following order of studies:

First, natural sciences; second, mathematics; third, languages, syntax; fourth, recreation and amusement; fifth, music and its elements; sixth, painting and its elements. Also the following resolution:

Resolved, That this Association recommends to all teachers to use their influence in favor of introducing "object-lessons" into all primary schools, as the first step toward real acquisition, and as a desideratum toward making the way of both scholar and teacher more pleasant.

The following officers were elected: President, James Cruikshank; Vice-Presidents, Samuel Slade, N. A. Calkins, Geo. L. Farnham, Alfred G. Mudge; Corresponding Secretary, D. H. Cochran; Recording Secretaries, A. H. Clapp and G. H. Stowils; Treasurer, J. W. Cole.

JAMES CRUIKSHANK, LL.D.,

was born in Argyle, Washington County, N. Y., August 28th, 1831. His early education was obtained at the district schools. When he was eight years old the family removed to St. Lawrence County, where he remained (having meantime attended the academy in Ogdensburg for two quarters). In his fifteenth year he finished his preparation for college at the Albany Academy, chiefly under the instruction of Rev. Dr. Bullions. He was matriculated at Union College in 1847. During his college course he taught district schools for several terms, and finding the work much to his taste, entered upon it as a profession.

In the spring of 1853 he united with his brother, the Rev. Robert Cruikshank, in establishing a boarding-school, at Bellport, L. I., which was successfully maintained for three years, his brother retiring at the end of the first year. While at Bellport Dr. Cruikshank took an active part in the proceedings of the Suffolk County Teachers' Association, and was successively Corresponding Secretary and President. In October, 1855, he was invited by Hon. V. M. Rice, then State Superintendent, to accept a position in the State Department, with which he remained connected, except for a brief interval, till 1866. In the summer of 1856, upon the report and recommendation of the board of the editors of the *New York Teacher* he assumed its financial management, and the following year became editor-in-chief, retaining that position until the practical discontinuance of the journal in 1867.

During his connection with the Department of Public Instruction, he was engaged largely in institute work, and did much to give an impulse to these temporary schools for the professional instruction of teachers.

In June, 1866, Mr. Cruikshank was elected to the newly created office of Assistant Superintendent of Schools in Brooklyn, which position he held, being

annually re-elected, until his resignation in 1872. After three years of secular labor he was recalled to the service of the Brooklyn schools, and accepted the principalship of Grammar School No. 12, which he now holds. He has also for several years been principal of the Evening High School, and for the past two years president of the Principals' Association.

Dr. Cruikshank was elected Corresponding Secretary of the State Teachers' Association in 1856, and was continued in that office until his declination in 1876. Much of the labor of preparation for the annual meetings during those years fell to his lot.

He is one of the founders of the National Educational Association, and a life member, and was for many years an officer, having filled the posts of Vice-President, Counsellor, Secretary, and Treasurer.

Dr. Cruikshank is a vigorous and polished writer, as the following closing sentences from his address at Rochester will demonstrate.

"While we are met here peacefully to discuss ideas and mark out plans for the intellectual and moral upbuilding of the commonwealth and of the world, there comes to us from over our southern border the clamor of battle, and we hear the fierce encounter of contending armies, while the very fabric of our government is threatened with overthrow. It needs no word from me, even if this were the fitting time, to inspire your patriotism, for the great heart of a free people throbs responsive to the call of our common country, and the issue cannot be doubtful. The form of our institutions will be preserved. The force of arms will decide for the present this contest, and the ignorance and barbarism that would subvert the reign of order and law shall be rebuked. But a mightier conflict is ours. What to us or to the cause of humanity are all the paraphernalia of a government if it but mock us with words that are the native language of freedom, while anarchy and barbarism stand in the way of the disenthrallment of humanity? We work not for to-day; but while our brethren in the field have pledged their lives to the maintenance of that government which has hitherto been our safeguard and our boast, we are training new recruits for that mightier army, that with irresistible march shall achieve, in the interests of the civilization that is to be, a more glorious though bloodless triumph."

THE SEVENTEENTH ANNUAL MEETING

of the Association met at Corinthian Hall, in Rochester, July 29th, and adjourned July 31st, 1862.

Alfred G. Mudge welcomed the Association, and the President delivered his annual address. An historical essay was read by Henry Howe, and addresses were delivered by Professor Charlton T. Lewis, on Waste in Education; by Professor John F. Stoddard, on Intellectual Development; and by H. B. Wilbur, Superintendent of the New York Asylum for Idiots, on the Natural Order of Development of the Human Faculties.

Dr. Wilbur said: "My labors as a teacher have been, in the main, devoted to a class known as idiots."

"In the case of idiots I remark, then, that the process of development and growth of the nervous structure, already described, may have been arrested at some point between its rudimental and highest extremes; from its first appearance as a distinct structure and the culminating point at maturity. At whatever stage of organic development this arrest takes place, we should naturally expect a corresponding default in the performance of functions connected with the organ thus impaired. Again, we may have pressure upon the nervous masses by thickening of membranes, the effusion of fluids or adventitious growths, that likewise may impede not only the originating function in the brain, but also the conducting power of the nervous system, through which the impressions come that precede the manifestations of originating power, and thus we have disordered functions of animal life. We have imperfect reflex actions and dis-

cordant movements. We have a want of spontaneousness of perceptions, of emotions, of thought, of action, and of will. These deficiencies exist to a greater or less extent, according to the degree of idiocy, or depending upon the point of arrest in the development of the nervous system.

"The peculiar subjects, order, and methods of our system of instruction are as it were necessitated. That necessity is the result of a natural order in the development of human faculties, which is to be observed and followed, and a similar order of succession in the incentives and motives that are to be applied in accomplishing the ends in view. The steps in the intellectual way must be shortened to conform to diminished powers. Each new step is related to the preceding—a dependence of power as well as of fact.

"I wish I could be orderly in presenting my experience, but the various exercises to be described are so commonly designed with several objects in view that it will be, I confess, a difficult task. They may be classed generally under the heads—Development of the Will, Education of the Senses, Development of the Faculty of Language.

"We apply a few simple rules laid down by my friend Dr. Seguin :

"'1. That the lesson in speech should commence with consonants, and not with vowels.

"'2. That the syllables composed of a consonant with a vowel following, should be articulated first.

"'3. That the labials should precede all others.

"'4. That single syllables are less easily articulated than repeated syllables.'"

Dr. Fairfield, President of Hillsdale College, read an address on Radicalism ' and Rev. G. W. Hosmer, on the Teacher and Teacher's Work.

The sessions were enlivened by music, especially the singing of James G. Clark.

Among the most important resolutions offered were the following :

Resolved, That primary pupils under nine years of age should not be detained in school more than three hours a day, and the practice of detaining them six hours is injurious alike to their physical, intellectual, and moral nature.

Resolved, That the compensation now paid female teachers is not a fair equivalent for the value of services rendered, and should be materially increased.

Resolved, That, in the present organization of society, it is neither expedient nor just to make the compensation of the two sexes equal, when their labor comes in competition.

Resolved, That the practice of providing gratuitous entertainment for ladies attending the meetings of the New York Teachers' Association be discontinued.

Resolved, That a committee of three be appointed to consider and report at the next annual meeting of this Association what parents are doing for the great work of educating their children, and also the best means of bringing them to the full discharge of their duty in this work.

The following officers were elected : President, E. C. Pomeroy ; Vice-Presidents, William N. Barringer, Henry Fowler, Edward Webster, and E. S. Adams; Corresponding Secretary, James Cruikshank ; Recording Secretaries, M. M. Merrill and William T. De Graff ; Treasurer, J. W. Cole.

EMERSON CLAPP POMEROY.

Emerson C. Pomeroy was born in the town of Otisco, Onondaga County, N. Y., in 1818. He received his education in the public schools and academies in his native county, where he commenced teaching at an early age. He was for several years identified with the educational interests of that county, and served one or two terms as County Superintendent. He was appointed principal of Public School No. 12 in Buffalo, in May, 1852, by the late Victor M. Rice, then superintendent of schools of that city. This position he held, with the exception

of a term or two, during which he taught in the Central School, until 1864, when he resigned, and was for seven years agent for the publishing house of A. S. Barnes & Co.

In 1870 he was again appointed principal of No. 12, which position he occupied until his death, which occurred November 23d, 1882.

Mr. Pomeroy was a skilful teacher and a good organizer. He had positive and decided opinions upon educational questions. In 1872 he published the "Introductory Reader" and the "Introductory Speller," which are still used in the Buffalo schools. He thought and wrote well upon educational topics, and is the author of several poems of merit. After the death of his wife, in 1878, he was subject to despondent states of mind from which it was difficult to rally him. He died with pneumonia.

Mr. Pomeroy was a man of deep moral and religious convictions; this is well evinced in his inaugural address, delivered during the period of civil war.

"Good men's minds are stirred with anxiety to know what the signs of the times most clearly indicate, in regard to the perpetuity of our government and the probability of an honorable and durable peace. If we could not maintain the condition of peace before the war began, what assurance have we that we shall be able to maintain it in the future, after the war is ended? And if the peace we are hoping and praying and fighting for is not to be a satisfactory and permanent one, of what advantage will it be to the nation when it comes? These are questions which every thoughtful mind must ponder, with more or less of anxiety and distrust. They are questions which ought to interest us as an association, and interest teachers everywhere. We have claimed to be, or it has been claimed for us, that we are, par excellence, the conservators of the public peace—of liberty and law, the very fountain of that intelligence from which the government derives its chief support. Indeed, it has been the all-prevailing theory with us, and with the leading minds of other professions as well, that we could only hope to maintain a government like ours in security and peace by providing liberally for the education of the people—the poor as well as the rich. This has been made so commonly the burden of educational speeches that the community has come to regard it as an axiom of political economy, that needs not to be argued and ought not to be questioned. Distinguished moralists, catching inspiration from the fathers, have swayed us by their eloquent words to accept the flattering dogma, as a sure bulwark of safety within which personal freedom and national unity were alike secure. If these moralists were not mistaken, if they have told us the truth, why, after half a century of laborious and expensive educational work, during which schools have multiplied on every hand, the methods of instruction improved, and the privileges of free education brought into almost every household—why, after all this, do we see the government threatened with overthrow by a rebellion of its subjects—a rebellion more fierce in its passion, more gigantic and terrible in its power, than the world has ever known before?

"The unconditional outspoken loyalty of the country is found only in those sections where schools are most abundant and best appreciated, and where education is the freest.

"These are facts of overwhelming importance. They prove—or, at least, justify the inference—that however much our schools may have seemed to come short of that desirable result which reduces the general aggregate of crime, they are sure and unfailing nurseries of loyalty to the government.

"I believe it cannot be denied that we have intellect enough in this country to insure both the safety of its institutions and the honor of its character, if it were rightly distributed and properly used. The nation is really great in its cerebral development, and the only question that need interest us in this connection is, whether its mentality has not been nurtured and matured to the neglect of its morals; whether there is not a lack of development in the coronal region, in those higher qualities of the soul which impart nobleness of character and imbue the mind with a fixed determination to pursue the right.

"A government like ours, dependent for its very existence upon the intelligence and moral purity of its constituents, cannot afford to suffer a single human soul to grow up in ignorance or disregard of those higher precepts of morality and religion in which the nation is supposed to have had its birth. Ours is the only great republic growing out of and founded upon the principles of Christianity. Hence we have no guarantee in history of the perpetuity of its institutions or the prosperity of its people. No voice comes to us from the shadowy realms of the past, bringing the much-coveted promise to our ears.

"What, then, is the duty of every Christian state? The question carries its own answer, pointing with solemn finger to the great work that is before us. And there lies the true source of every rational hope for ourselves, our country, or the world. 'Let the dead past bury its dead.'"

THE EIGHTEENTH ANNUAL MEETING

was held July 28th, 29th, and 30th, 1863, in the city of Troy. Mr. William Kemp, chairman of the Board of Education, welcomed the Association, to which the President responded. Dr. Cruikshank read the report of the Standing Committee on Condition of Education. Professor Webster presented report of Committee of Inquiry into the causes of alleged inequality as to the number in the attendance of boys and girls at our higher schools. The conclusions arrived at were that nineteen twentieths of all students in professional schools and colleges are males; that in incorporated academies and boarding-schools there is no great excess either way in regard to sex; that in higher grades of union schools and free academies the female attendance is from one fifth to two thirds in excess of the male; that in our common schools throughout the State there is an excess of male over female pupils of about 200,000.

Rev. B. G. Northrop delivered a lecture on the Special Adaptation of the Bible as an Educator.

Dr. Lowell Mason read an address on the Inductive or Pestalozzian Method of Study.

The special committee on Dr. Wilbur's lecture, delivered at the last annual meeting, reported. Recommitted.

Professor McVicar lectured on Mental Culture and its Relations to Object-Teaching.

Dr. Dio Lewis, of Boston, gave a talk on Physical Culture. Miss Haines, Teacher of Gymnastics in the Troy Female Seminary, gave a very creditable exhibition of the Doctor's system.

Rev. A. S. Twombly, of Albany, gave an address, The Duty and Method of Preserving our English Tongue, which concluded as follows: "Surely, then, to undervalue such a source of power is sin; not to preserve it, by all means within our reach, is crime; to touch it with a rude or careless hand is profanation; to sully it is treason to humanity; and to violate its purity is nothing less than sacrilege against its author, God!"

The committee on Dr. Wilbur's lecture reported: that perceptive faculties should be carefully cultivated by parent and teacher; that language should be cultivated as an aid to memory as a means, and lastly as an instrument of thought—the idea first, words and names afterward. Adopted.

Among the resolutions adopted were the following:

Resolved, That the support of our Constitution and laws is the duty of every American citizen; that all we have, all we are, and all we hope to enjoy in this world, we owe, under God, to our government, and so much we are ready at all times to lay upon the altar of our country.

The following officers were elected: President, J. B. Thomson; Vice-Presidents, Rev. J. E. King, Thomas Drainsfield, M. H. Martin, and Aaron Chadwick; Corresponding Secretary, James Cruikshank; Recording Secretaries, M. M. Merrill, A. Van Valin; Treasurer, Benjamin Edson.

JAMES BATES THOMSON, LL.D.

James B. Thomson was a native of Vermont. With only the educational advantages afforded by the district school for two or three months in the winter, and a single term at a neighboring academy, he had made sufficient progress, at the age of sixteen, to be made teacher in the school of his native town. His success secured an engagement at a doubled salary the following winter, and for several years he continued alternately working on the farm, attending the academy, and teaching, by means of which he paid for his own education. This preparation for college was completed at the academy at Plainfield, N. H. On account of weakness of eyes he was obliged to suspend his studies for nearly four years. A part of this time he spent in teaching in the "Juvenile Reform School," Boston, and in the Centre School, Brighton, Mass.

After graduating at Yale College in 1834, he remained a year in New Haven as a resident graduate, attending the lectures of Professors Silliman, Olmsted, and others, and in 1835 assumed charge of an academy in Nantucket, Mass. His excessive labors here in school and in connection with the historical department of the Athenæum so far undermined his health that he resigned his position in 1842, and removed to Auburn, N. Y. He was here intrusted by President Day, of Yale College, New Haven, with the abridgment of his Algebra.

This was the beginning of his authorship. His next work was a school edition of Legendre's Geometry. In addition to these, Dr. Thomson is the author of a complete series of arithmetics, Practical Algebra, Collegiate Algebra, etc. His last work is a shorter course, embodying his series of Arithmetics in two books.

In 1843 the first Teachers' Institutes in the State of New York were held in Tompkins and Cayuga counties, at the latter of which the mathematical department was conducted by Dr. Thomson. He became so deeply impressed with their importance and utility as a means of promoting popular education, that, declining a mathematical professorship in a college in Indiana, he adopted them as a field of labor, and did much to popularize and extend them through New York and many other States.

He assisted in the formation of the New York State Teachers' Association in 1845, and was rarely absent from its meetings. The honorary degree of LL.D. was conferred upon him by Hamilton College in 1853, and by the University of Tennessee in 1882. He died in Brooklyn, June 21, 1883.

THE NINETEENTH ANNUAL MEETING

of the New York State Teachers' Association was held in American Hall in the city of Buffalo, beginning Tuesday, August 2d, 1864. Rev. Dr. Clark welcomed the Association in a quaint, humorous, and hearty speech.

Addresses were delivered during the meeting by Professor North, on the Sources of the Teacher's Power; by Principal Edward Webster, on Public Schools of Rochester; by Professor F. S. Jewell, on Logical Analysis as related to the Study of Language; and by the Rev. Charles G. Ames, on the Relations of Education to Life. Important reports were presented: on the Condition of Education, by Secretary Cruikshank; and on Military Training as connected with Schools, by C. H. Gildersleeve.

The following were among the resolutions passed:

Resolved, That the history, polity, and Constitution of our government should be taught in all our schools, wherein the maturity of the pupils is equal to the subjects.

Resolved, That the interests of education and the advancement of the pupils in our schools require frequent and thorough public examinations; and that, so far as practicable, these examinations should be conducted by means of written or printed questions.

JAMES B. THOMSON.

EDWARD NORTH.

esolved, That with a school system so organized that each teacher shall be a itary instructor, and each boy a scholar and a soldier, the country will pos- s a guarantee for peace, and hold a moral power in its defensive and retribu- e skill which will be stronger than innumerable iron-clads and countless for- cations of granite.

The Association selected the following members as officers for the ensuing ar: President, Edward North; Vice-Presidents, Edward Webster, J. Dor- an Steele, F. S. Jewell, and Henry Carver; Corresponding Secretary, James uikshank; Recording Secretaries, Edward Danforth and Thomas Drainfield; easurer, Hiram L. Rockwell.

PROFESSOR EDWARD NORTH.

Professor Edward North was born in the year 1820, in the town of Berlin, artford County, Conn., the native place of those other distinguished teachers, rs. Emma Willard, of Troy, and Dr. Simeon North, for many years the hon- ed President of Hamilton College.

His early studies, preparatory to college, were pursued at the Worthington ademy, where he shared the instructions of Professor Ariel Parish and Rev. nry Bannister, D.D., both of whom still occupy deservedly high places as ed- ators. He was admitted to the freshman class in Hamilton College in the tumn of 1837, and graduated thence in July, 1843, with the highest honors of class.

From some humorous remarks occurring in a speech recently made by Pro- sor North at the fiftieth anniversary of the Clinton Grammar School, we infer it his first essay at teaching was made in that school while he was still a nior in college. It is certain that his first year after he graduated was ssed at Paterson, N. J., as a private tutor in the family of Roswell L. Colt. e succeeding year he read law in the office of Hon. O. S. Williams, in nton, N. Y.; but it is quite probable that his thoughts did more readily in- ne to make pleasant excursions into the rich fields of classical literature than thread the dreary mazes of the law.

At the close of the year 1843, before he had attained the age of twenty-four, was elected to the professorship of ancient languages in Hamilton College, as e successor of Professor J. Finley Smith—an appointment equally fortunate the college which secured his able services, and honorable to himself, as tes- ying the high reputation which his fine talents had thus early won for him.

Since that time he has devoted himself uninterruptedly to the duties of his partment, having given instructions in the Greek language and literature to enty-four successive classes of young men. In thoroughness of teaching ofessor North has few equals. His method of instruction admirably com- nes with the usual college drill in the classics, the signal advantages of the itten lecture, for familiarizing the student with the manners and institutions, e genius and modes of thought, of those remote ages and those dead nations ose literature he is perusing. In his numerous lectures Professor North ex- bits in a high degree the ability to present the results of the deepest research a manner peculiarly vivid and captivating. Although many years have apsed since the writer of this sketch, then a college boy listened to these lect- es, he has a lively recollection of the deep interest which they awakened in en the most careless students, and of the beneficial effects which their elegant ction and their refined wit produced, in aiding to form the style of many of e best men in college.

Few men appreciate so thoroughly as Professor North, the capabilities of that valuable class-room auxiliary, the blackboard. To his skilful use of this is ne, in a considerable degree, the interest which he arouses in classical study, nd the fulness and accuracy of knowledge to which his students attain. Every

teacher would be benefited by a careful perusal of his admirable paper on "The Use of the Blackboard in teaching Greek," read before the university convocation at its first meeting in 1863, and published in the seventy-seventh annual report of the Regents of the University.

Professor North's eminent success in his department has encouraged some friends of the college, even at a time when it is so much the fashion to undervalue the study of the ancient classics, to found for the junior class a prize competition in those studies. This competition was first established in 1856, by Horace D. Kellogg, Esq., and was, at length, permanently endowed, early in 1866, as a memorial of Lieutenant-Colonel Henry H. Curran, of Utica, a young alumnus of the college who fell in the battle of the Wilderness, May, 1864. During the eleven years of its continuance, the beneficial results of this competitive examination have contributed something to the settlement of the vexed question as to the judiciousness of the prize system. Indeed, while even the best of men in every department of intellectual effort are so keenly alive to tangible rewards and recognitions of merit, it is not quite reasonable to expect from young students a less susceptibility to such motives, or that the dry details of daily lessons shall not at length become wearisome to them, without the stimulus of a prize competition.

It is surprising to observe how large a proportion of those who have won these classical prizes have since become successful teachers. Such a fact bears honorable testimony, not more to the value of the competitive examination, than to the abiding influence which Professor North acquires over the minds of young men, leading them to esteem the profession which he adorns as the most elevated of callings.

From the very outset of his career, Professor North has manifested a deep and constant interest in the cause of popular education; nor has he ever permitted the absorbing interests of his individual position to hide from his view the duties which every man owes to his profession. In 1845 he was associated with Mr. Bulkley, Dr. Dewey, and other well-known educators, in a successful attempt to bring the teachers of the State into closer relations with each other; and he delivered an address before the convention, which, on the 30th of July in that year, met at Syracuse and resolved itself into the New York State Teachers' Association.

Professor North's style as a writer is distinguished for elegance and finish. He has furnished contributions to the *American Cyclopædia*, the *Cyclopædia of American Literature*, the *North American Review*, and numerous other periodicals.

THE SECOND DECADE.

The Buffalo meeting closes the second decade of the Association's existence. While the educational progress made in this period may not be regarded as so vitally important as in the former decade, yet the gains were by no means valueless.

Without specific reference to minor legislative enactments, perhaps the most important measures were the creation of the present school commissioner system in 1856, and the revision and consolidation of the various acts relating to public instruction in 1864. Ampler provision for the instruction of common school teachers was also made in this period, by increasing the number of normal schools and by permanent grants for the support of teachers' institutes.

The organization of the Association of school officers in 1856 and the organization of a National Teachers' Association in 1857 (National Educational Association) must also be regarded as important results.

The Regents, by their ordinance of July 27th, 1864, for the purpose of ascertaining what scholars in the academies were clearly entitled to be included in the annual distribution of the Literature Fund, directed that at the close of each

academic term a public examination of all scholars presumed to have completed preliminary studies, be held under the direction of a committee of at least three persons, to be appointed by the trustees of the academy. From this sprang the Regents' examination.

The university convocation, organized largely through the efforts of Secretary Woolworth in 1863, must be included as an important educational measure. This body as organized was made to include the President, first Vice-President, and Corresponding and Recording Secretaries of the New York State Teachers' Association. The proposed objects of the convocation are—

1st, to secure a better acquaintance among those engaged in these departments of instruction with each other, and with the Regents.

2d. To secure an interchange of opinions on the best methods of instruction in both colleges and academies, and, as a consequence,

3d. To advance the standard of education throughout the State.

4th. To adopt such common rules as may seem best fitted to promote the harmonious workings of the State system of education.

5th. To consult and coöperate with the Regents in devising and executing such plans of education as the advancing state of the population may demand.

6th. To exert a direct influence upon the people and Legislature of the State, personally and through the press, so as to secure such an appreciation of a thorough system of education, together with such pecuniary aid and legislative enactments as will place the institutions represented here in a position worthy of the population and resources of the State.

John V. L. Pruyn, LL.D., was the first Chancellor to preside over the deliberations of the convocation. On his death, in 1878, Erastus C. Benedict, LL.D., became Chancellor, on whose death, occurring in 1881, the present incumbent, Hon. Henry R. Pierson, became Chancellor.

Dr. David Murray succeeded to the position held so long by Mr. Woolworth, in 1880. Dr. D. J. Pratt has been Assistant Secretary since 1866.[1]

This period witnessed the growth of a civil war unparalleled in the records of history, largely the fruit of society's common enemy, ignorance.

And the dearly bought peace which the close of this epoch brought, served among the thoughtful to excite renewed effort in the work, and to impress with deeper emphasis the statement of England's greatest statesman, that "Education is the chief defence of nations."

[1] Sketches of these gentlemen will be found in the Appendix.

CHAPTER IV.

THIRD DECADE OF THE ASSOCIATION.

New Brooms—Twentieth Meeting at Elmira, 1865—James Atwater—Twenty-first Meeting at Geneva, 1866—Samuel G. Williams—Twenty-second Meeting at Auburn, 1867—James W. Barker—Twenty-third Meeting at Owego, 1868—Wm. N. Reid—Twenty-fourth Meeting at Ithaca, 1869—Samuel D. Barr—Twenty-fifth Meeting at Syracuse, 1870—J. Dorman Steele—Twenty-sixth Meeting at Lockport, 1871—James H. Hoose—Twenty-seventh Meeting at Saratoga, 1872—Edward Danforth—Twenty-eighth Meeting at Utica, 1873—Andrew McMillan—Twenty-ninth Meeting at Binghamton, 1874—Henry R. Sanford—Review of Third Decade.

SOCIAL, like physical organisms, tend to deteriorate chiefly in two ways—by the force expended in the development of new institutions similar to the old, and by the encroachments and competitions of other social elements.

We have seen in the previous periods other educational organizations, formed through the influence of the New York State Teachers' Association.

As "new brooms sweep clean," and new enterprises tend to kindle enthusiasm in their behalf, new societies thus formed would naturally tend to diminish interest in the parent organization. The influences of trade and the pursuit of wealth in its varied forms would uniformly tend in the same direction. There was one thing, however, which tended to offset, in a measure, the influences which otherwise would have had a weakening effect upon education at this period. It was the rebound from the horrors of the war, referred to at the close of the last chapter, which tended to impress the people more than ever with the need of strengthening the real safeguards of the government.

During the years of the rebellion there was a marked decay in educational institutions generally, owing to the absorption of the public attention in the great questions at issue, and also owing to the withdrawal of so many of the most active and intelligent to the all-important duty of saving the government. After peace was inaugurated, educators seemed to feel their responsibilities more keenly, and we do not find any marked decline in the work performed by the Association.

THE TWENTIETH ANNUAL MEETING

was held in the city of Elmira, commencing July 25th, 1865. Rev. Thomas K. Beecher delivered the address of welcome. He said: A teachers' convention was something new for Elmira. The people were used to receiving many kinds of big shows—had welcomed many regiments, and knew how to feed them at the hospital or in the church yard, otherwise the city park.

He held out the warning that there was to be another big show in town tomorrow, and the country people seeking the circus might drift into Ely Hall;

others might get to the circus when they were after Ely Hall; he hoped in either case, whether in the hall or circus, the people would behave themselves according to the merits of the occasion. The convention had been largely advertised, and the people had expected something large, and he had no doubt they would be gratified.

But sincerely, he said, the opinion prevailed that there was a lack of results in these great conventions of teachers and other gatherings, as synods and convocations. But he knew, from practical facts and experience, that such was not necessarily the case. As one of the old residents of Elmira, he tendered a cordial welcome, and taking the President by the hand, he bade him welcome to all he might feel, desire, taste, or accomplish.

The President, Edward North, after replying to the address of welcome, delivered his inaugural address.

He alluded to the period when the society was formed, and to the number of original members still living. He spoke in fitting terms of the death of Henry Howe and Joseph McKeen, and also of the living Presidents, and the status of education.

"It is something not to be ashamed of that only three of our Presidents have been drawn aside from the teacher's profession by the solicitations of business. We have the fullest assurance that even these are with us to-day in sympathy, if not in bodily presence. While nine of our Presidents are still engaged in actual instruction, six have been called to the administration of educational affairs. These facts reveal the intimate and acknowledged connection of our history, as a congress of teachers, with the history of educational progress. While a review of the past brings much of satisfaction, it cannot fail to deepen our feelings of responsibility, and to inspire us with a more complete and hearty consecration to the good cause that has called us together to-day.

"Twenty years ago we had five literary colleges, with 675 students. To-day we have not less than twelve institutions of this class in working order, with upwards of 2000 students. Twenty years ago there were 171 academies, with 12,251 classical students. To-day there are 230 academies, with 21,548 classical students. Here is a record of progress we have a right to be proud of. While the older colleges and academies have increased in endowments and libraries, in patronage and facilities for instruction, new institutions have been planted in other localities for the wider diffusion of intelligence and culture.

"The chartering and endowment of Cornell University, through the opportune and wise liberality of a citizen of Ithaca, is of itself enough to glorify the annals of our State for the year 1865. If we honor the posthumous generosity of Astor and Girard, who gave to the public what they could no longer retain, let us crown with double measures of grateful applause the unreluctant and shining liberalities of such living philanthropists as Peter Cooper, Matthew Vassar, Simeon Benjamin, and Ezra Cornell."

Rev. A. W. Cowles delivered an address on the Higher Education of Young Ladies; a poem was read by Francis M. Finch, entitled "Songs of the War;" a report on Teachers' Institutes was made by Professor S. G. Williams; Dr. Lambert presented a report on Classification in Physiology; Mr. J. C. Long delivered a poem, "Odds and Ends;" Miss Potter read "High Tide," "Sheridan's Ride," and "Barbara Fritchie;" an address on Public Education in Maryland was given by Hon. L. Van Bokkelen.

The following resolutions were adopted:

Resolved, That we will redouble our efforts for the diffusion of sound learning, and use our influence to promote universal education.

Resolved, That higher qualifications are demanded on the part of the teachers in our public schools, and that we rejoice in every feasible effort to advance the standard of professional culture.

Resolved, That we respectfully suggest to the Regents the opening of examinations for college honors to persons other than members of the colleges.

Resolved, That we renew our assurances of cordial sympathy and co-operation with the University convocation and the National Teachers' Association in their noble work.

The annual meeting at Elmira, says the *Teacher*, was emphatically a success. A new spirit had begun to manifest itself, and the return of peace revives the efforts of the friends of education; for they see in it the only hope of real prosperity and the regeneration of our people—at least that without the means of universal education, and an intelligent use of them, all other methods will be fruitless. Let us hope our recent meeting has inspired not to be disappointed.

The following officers were elected: President, James Atwater; Vice-Presidents, Edward Danforth, N. F. Wright, James H. Hardy, and John H. French; Corresponding Secretary, James Cruikshank; Recording Secretaries, J. M. Watson and L. A. Tozer; Treasurer, James W. Barker.

JAMES ATWATER

was born in the town of Conesville, Schoharie County, N. Y., in 1821. He attended the common schools of that vicinity until 1838, when he removed to Lockport. He taught district schools in the neighborhood of Lockport for several winters. He then attended school in Farmington, N. Y., and at Lewiston Academy until the spring of 1844, when he entered the Albany Normal School, graduating therefrom in 1845. He then took charge of the public school at Pekin, and subsequently the Lewiston Academy. July 5th, 1848, he entered the Lockport Union School as principal of the junior department. During the last twelve years of this period he was general superintendent, teaching a portion of each day in the mathematical department of the Union School. He resigned his position in the fall of 1865. During the year 1866 he was principal of Bryant & Stratton's Commercial College at Syracuse. Since this period Mr. Atwater has been engaged in the insurance business in the city of Lockport. He has, however, retained his interest in educational work, and is still actively connected with all associations of teachers in his locality. He was three years Secretary of the New York State Teachers' Association prior to becoming its President. He has been for nine years a member of the Board of Education of the city of Lockport, and for several years President of that body. Mr. Atwater has also served in the capacity of supervisor of his own ward for several years. According to the testimony of his friends, as an educator he was very successful, possessing enthusiasm, yet practical in his methods. The following extract from his annual address supports this estimate:

"The educator, especially one who has followed the vocation from youth to middle age, and who is hopeful, and trustful as he must be if he at all succeeds, is an enthusiast—is ever tempted to pass from the real to the ideal, from the positive and actual to the possible and mythical; ever and anon he glides into a fanciful realm, whose landscapes, fairer than the fairest of earth, enliven the eye of the poet, whose forms almost angelic enrapture the artist—a realm where parents are always prudent and faithful, and children ever reverent and obedient; where teachers know everything, and pupils in a very little time know more than their teachers; where school-houses rise as if by magic, adorned after the similitude of palaces; where no rate-bills are ever known, and the dread form of the tax gatherer never overshadows the vision. Delightful as it seems to dwell in this realm, the sober realities of this day and age forbid. And yet, as the ideal ever precedes the actual—as the successive achievements of the ages are but the gradual elimination of errors and deformities from the actual, causing it constantly to approximate to the ideal—may we not reasonably hope that this yearning after something higher and better in this department of human endeavor is but an earnest of better things in a brighter future? May this hope stimulate us to exertion; may each of us strive to

hasten forward this educational millennium ; to see that the approximation be not like that of the asymptote to the curve of the hyperbola, terminated only at an infinite distance."

THE TWENTY-FIRST ANNUAL MEETING

was held in Linden Hall, Geneva, July 31st, 1866, and adjourned August 2d.

The Association was heartily welcomed by Hon. George B. Dusinberre.

President Atwater returned thanks for the welcome, and then delivered his inaugural address.

Various committees were appointed, followed by the report of the Committee on the Condition of Education.

Rev. W. C. Wisner delivered an address on The Great Responsibilities of Teachers at the Present Crisis in the Republic ; James G. Clark sang "The world would be the better for it ;" a lecture on the Physical Geography of New York was read by Dr. John H. French ; a paper on the Claims of the Natural Sciences was presented by Professor W. B. Kising, and a paper on the same subject was presented by Professor S. G. Williams ; an address on Defects in our Common School Teachers was given by Rev. L. Merrill Miller ; Miss Helen Potter read "High Tide" and other selections ; a poem entitled "Faith," by Miss Mary A. Ripley, was read by Dr. Cruikshank, of which three stanzas are appended :

"The Present for the Future strives ;
Not for themselves the ages roll,
Wasting proud blood for goodly spoil ;
Not for to-day men give their lives.

"Not that old bounds may be restored,
Do gathering armies tread the plain ;
Not for a field is crimson rain
Upon the stainless blossoms poured.

"O earth, roll toward thy perfect state !
Put on thy garb of liberty !
Call forth thy sons, the pure, the free,
About thy radiant throne to wait."

Miss Anna Randall read, "The Burning Prairies ;" a paper on the Establishment of an Educational Exchange was presented, and a paper on the English Language and Literature as an Educational Force was read by Mr. Cavert ; Professor Oliver Arey read a paper on the Functions of the Normal School ; an address on the Moral Atmosphere of the School-room was given by President Jackson, of Hobart College ; Mr. Sweet read a poem, "Boarding Round." Senator Folger, having been loudly and persistently called on, spoke eloquently of the importance of this convention, the glorious purposes of which it is the exponent.

Professor Vrooman also responded to the call of the Association.

The summary of an object-lesson presented by Miss Ellen Seaver, of Oswego, stood thus on the Board :

"*The Mustard and Catnip Plants.*

"The blossoms of the mustard plant are yellow, but those of the catnip are purple and white.

"The mustard stem is round and smooth.

"The catnip stem is four-sided and downy.

"The catnip leaves are scalloped, downy, and grow opposite.

"The mustard leaves are smooth, toothed, and grow one above the other.

"These plants differ in taste."

The following were the most important resolutions offered at this meeting:

Resolved, That a judicious law should be enacted and enforced for the prevention of truancy and irregularity of attendance upon the schools, and that parents should not be permitted, unless for the most cogent reasons, to withdraw their children from school.

Resolved, That this Association recommends the formation of academical departments in the public schools of this State, in all cases where the number and advancement of the pupils shall render it practicable.

Resolved, That the best interests of common-school education imperatively demand that school commissioners should devote all their time and energies to a thorough and faithful discharge of the duties of their office; and that we recommend to the Legislature, as an indispensable prerequisite, that the salary attached to the office of School Commissioner be immediately and largely increased.

Resolved, That the genius exhibited in the design of the Atlantic cable, the skill shown in its construction, and the high courage displayed in its execution, are noble examples of the capabilities of our race; should be powerful incentives, to men in all human pursuits, to plan and to labor as the sure means by which, under Providence, all human enterprises are brought to successful issues.

Resolved, That the State tax for the support of schools should be at once increased to at least one and a quarter mill on each dollar of the valuation of taxable property in the State as equalized by the State Assessors, and that in each district where the public money should prove insufficient for the payment of teachers' wages, the balance should be raised by tax levied on the property of the district.

The President announced the election of the following officers for the ensuing year: President, Samuel G. Williams; Vice-Presidents, D. S. Heffron, William N. Barringer, A. G. Merwin, and D. C. Rumsey; Corresponding Secretary, James Cruikshank; Recording Secretaries, James W. Barker, J. Dorman Steele; Treasurer, M. P. Cavert.

The *Michigan Teacher* of that year said of the meeting at Geneva: "The attendance was large, and must have been very gratifying to those who were most especially interested in the success of the meeting. Linden Hall was filled to its utmost capacity, long before the beginning of each session, with gray-haired veterans, young men and maidens, and with others who were not teachers, but who were interested in the discussion of educational topics. A noticeable feature of this meeting was the presence of so many men of ripe experience in the work of teaching. Here were college presidents and professors, principals of normal schools and academies, and superintendents of city schools. The wisest and most experienced thought it not beneath their dignity to give character and influence to this Association, by their presence and counsel. . . . The teachers of New York, as represented in this convention, are talented, enthusiastic, progressive; and, in such hands, the educational interests of the Empire State must continue to prosper."

SAMUEL GARDNER WILLIAMS.

Professor Williams's educational work began immediately after graduating at Hamilton College in 1852. He was employed for about a year in the intermediate school at Utica, and then became principal of Groton Academy, Tompkins County, where he remained five years.

In 1869 he became principal of the Central High School at Cleveland, Ohio, which position he left to accept the chair of geology in Cornell University. As a teacher Professor Williams has been uniformly successful. He has been the recipient of various offices, and is now (1883) chairman of the Executive Committee of the Regents University convocation.

The breadth of Professor Williams's scholarship and the liberality of his views may be gleaned from the following extract from his inaugural address:

"I observe that, at the last meeting of this Association, a resolution was introduced, and, after a brief discussion, passed, deprecating the popular tendency to substitute special training for thorough general culture. With the spirit of that resolution I think every observant teacher must heartily concur. It is but too apparent that there is a great and growing tendency, under the specious name of practical education, to make the training for some special pursuit the chief end of education, and to proportionately undervalue a broad and generous culture. The astonishing expansion of the physical sciences and the increasing demands of lucrative labor have driven men wild. Because the physical sciences, in patient and skilful hands, have done much to ameliorate the condition of the race, men seem to imagine that they can work miracles upon the minds of the ignorant. Because the openings for labor exceed the number of laborers, time-saving processes are sought, by which boys may be fitted to do the work of men before their time. Because the material world and its concerns are obtrusive and absorb too much of our attention, we practically forget that man has any other—certainly any higher—earthly destiny than to accomplish the greatest possible amount of work. And so a thoroughly developed manhood comes to be of no account: individual perfection is to us like the dimly remembered words of a song we sometime heard, and in the words of Tennyson:

> 'Knowledge comes, but wisdom lingers, and we linger on the shore,
> And the individual withers, and the world is more and more.'

"All the arts which pertain to humanity have a certain common bond, and are held together, as it were, by a kind of kinship, says Cicero, who, that he might become a great orator, had fathomed all that the ancient world had of learning. Hence, to use the words of Bulwer, critic not less than novelist: 'Perhaps no men are more superficial in their views than those who cultivate one branch of learning, and only one branch; perhaps no men are less superficial than those who know the outlines of many. A man, indeed, who cultivates *only* one pursuit can rarely master it thoroughly. It is by continual comparison of truth with truth that we come to just and profound conclusions; the wider the range of comparisons the more accurate our inferences.' 'The men who are so careful to avoid the superficial that they plummet only one source of learning, and think that, in order to penetrate to its depths, no time can be spared to sport over other fountains, are usually shallow and headstrong theorists. They go round and round in a narrow circle and never discover the outlet.' The application of these remarks to a refutation of the popular idea, that men with no other foundation to build on than a limited acquaintance with the ordinary common-school branches can become good lawyers or doctors by a two or three years' study at a law or medical school, good business men by a few months' attendance at a commercial college, good teachers by a single term's tuition at an academy, or profound students of any special branch of science by a limitation of their training to that single branch, is so obvious as to need no enforcement."

TWENTY-SECOND ANNUAL MEETING.

The State Teachers' Association met in Corning Hall, Auburn, July 23d, 1867, at 3 P.M., and was called to order by the President, Samuel G. Williams, Esq., of Ithaca. Prayer was offered by Rev. Dr. Huntington, of the Auburn Theological Seminary. The address of welcome was then delivered by Rev. Henry Fowler. He read a letter from Rev. Chester Dewey, of Rochester, the first President of the Association, full of kind and encouraging words.

President Williams made an appropriate response.

Dr. Cruikshank, from the Standing Committee on the Condition of Education, presented the annual report, closing with the following resolution:

Resolved, That the amendment to the school law, providing for free schools throughout the State, is the fulfilment of the high ideal for which this Association has labored since its organization, and that we will remit no effort that shall give efficiency to the law.

Hon. G. W. Clinton, of Buffalo, addressed the Association. He remarked:

"Education creates no powers of the mind, it only educes them. Action is the eloquence of man's nature, and progress is its light. Inanimate nature has fixed laws, embodying no progress; their existence is and was dependent upon their own place and time. To conquer all things man must know all things, and to stop in this march of progress is decay and death. He must ultimately conquer himself. The entering wedge is driven into Africa on every side, and her barbarous tribes must be lifted up or perish."

The chair appointed, as Committee on Constitutional Convention, Professor Edward North, Superintendent David Beattie, and Professor James H. Hoose.

Dr. H. B. Wilbur, of Syracuse, was then introduced, and read a paper on The Natural Method of Acquiring Language.

Professor S. B. Howe, of Catskill, read a paper upon The Proper Limits of the Free School System. He closed with the following resolution:

Resolved, That the free school system of the State should extend from the primary school through the university.

Mr. Stebbins, of the *Rural New Yorker*, spoke briefly of the school system of Michigan, which is *free* from first to last.

Dr. Davies said: "In reply to certain rich men who ask, 'Why do you take my property to educate your children?' it may be answered, You take my children to protect your property."

Dr. James B. Thomson, of New York, presented the report of the Committee on the Decimal System, which closed with the following resolution:

Resolved, That this Association, in view of the advantages of the metric system of weights and measures, its adaptation to the wants of the world and the prospects of its universal adoption, recommends its introduction, as a branch of study, into all our public schools and academies, at the earliest day practicable. Carried.

Dr. Charles Davies, of Fishkill, delivered a lecture upon The Nature, the Uses, and the Poetry of Mathematics.

Professor Edward North presented an able and carefully written paper on Normal Departments in Colleges.

Mr. James W. Barker, of Buffalo, read a poem, "Flats and Sharps."

Rev. Herrick Johnson, D.D., of Pittsburg, was introduced and delivered an address.

Dr. J. C. Gallup, of Clinton, presented a paper on A Curriculum of Studies for Ladies' Colleges.

Mr. N. B. Barker, of Buffalo, believed the positions taken in the paper were too narrow.

Professor S. G. Love, of Jamestown, read a paper on the Relation of Principals and Assistants in Graded Schools.

Mrs. A. T. Randall of Oswego, read "An Order for a Picture," by Alice Cary.

Mr. Baker, of Buffalo, favored the Association with music.

Mr. D. H. Cruttenden, of New York, gave a lecture upon Language as a Means of Discipline.

Professor J. W. Armstrong, of Oswego, read the report of the Standing Commitee on Improved Methods in Education.

Mr. James H. Partridge, of New York, then read a paper on The Teacher's Relation to Changes and Irregularities in Language.

The Rev. P. P. Bishop, of Auburn, delivered an address upon The Development of Beneficent Powers.

Music by the College Band.

JAMES W. BARKER.

Mrs. A. T Randall then, by request, gave a recitation, "The Face against the Pane."

His Excellency Governor Fenton was introduced, and said: "I regard the teachers in this country as the guardians of our public liberties. They add to the stability of the State. Well-written constitutions, well-extended domains, and the splendor of cities alone will not afford this. It is guaranteed only in the intelligence of the whole people." He proceeded at some length to enforce this and kindred ideas, in simple but eloquent language.

The following officers were chosen for the ensuing year: President, James W. Barker, Buffalo; Vice-Presidents, C. R. Abbot, Kingston, A. J. Lang, Waverly, J. Winslow, Watertown; Corresponding Secretary, James Cruikshank, Brooklyn; Recording Secretary, M. M. Merrill, Watertown; Treasurer, M. P. Cavert, Albany.

JAMES W. BARKER.

Professor Barker was born on the eastern shore of Lake Champlain, in the Green Mountain State. His father came from the real Puritan stock—Nathan B. Barker by name—and fought in the struggle of 1812, while his grandfather was a Green Mountain Boy of Revolutionary memory.

Young Barker began his school life in New Hampshire, whither his parents removed, and it was there he fitted for college, and subsequently for several years studied medicine, though he never applied for a degree, having entered the school-room, wherein he has found his life's work.

In 1845 he came to Western New York, and it is in this section where the most of his subsequent life has been spent, either in the school-room or editor's sanctum, for Professor Barker is known for his poetical abilities as well as being a writer of prose.

For a time he was employed by Superintendents Rice and Weaver in conducting teachers' institutes. Three times he has read the annual poem before the State Teachers' organization, with marked acceptance.

In 1861 he appeared as the poet before certain societies of Hillsdale College, Michigan, at their commencement gathering, and on commencement day the college gave him the degree of A.M.

The following from his pen has been set to music:

"THE OLD SCHOOLHOUSE.

"Amid a little family
Of bright green hills it stood,
In all its rude simplicity,
Close by the beechen wood:
That old school-house with windows four,
And one above the shattered door.

"Near by the little brooklet sang,
In summer time so sweet,
Inviting to its pebbly shore
A dozen truant feet,
Which dashed the crystal waters wide,
Whene'er they touched the sparkling tide.

"And when old winter's icy touch
Had silvered o'er the stream,
And many a stately pile of snow
Was heaped upon the green,
How swiftly flew the shining steel,
Bound closely to the skater's heel.

"Adown the hillside, and adown,
The busy sledges swept,
Then tugging up the glassy steep
The shivering urchins crept,
Unheeding the incessant roar,
The *master* pounding on the door.

" These merry forms come flitting by
The sunlight of my heart,
And in each scene that fancy draws
They bear an humble part,
As brisk a band as e'er was seen,
That sported on the school-house green."

For several years he was editor of the *Teacher;* for three years, of the *Daily Journal, Courier and Weekly Intelligencer,* at Lockport, where his office was destroyed by fire. He was also editor and publisher of the Buffalo *School Journal.* For the past nine years he has been principal of Public School No. 4, Buffalo. We learn that he is engaged in arranging an edition of his later poems, to be called " Wayside Poems," for the press.

THE TWENTY-THIRD ANNUAL MEETING

was held in the Presbyterian Church, Owego, July 21st, 22d, 23d, 1868. J. A. Prindle welcomed the Association, the President responding. M. P. Cavert read a report on the Condition of Education; A. J. Lang read a report on Compulsory Education; J. E. Frobisher recited "The Bells;" S. D. Barr, Deputy Superintendent, reported on Educational Wants and Work; Adolph Werner made a report on Language not Grammar; William L. French reported on Class Recitations; Miss Randall recited " Our Folks;" Miss Olive A. Pond read " A man's a man for a' that;" Professor C. W. Sanders reported upon Vocal Music as a branch of Education. Reports were read by Professor Johonnot on Culture for Women, M. M. Merrill on Text-Books, G. H. Stowits on Educational Drifting; T. S. Lambert delivered an address on Physiology. An address was also delivered by Richard Edwards, President of the Illinois State Normal University; Rev. A. T. Pierson reciting an original poem. Miss Susan B. Anthony addressed the Association on the Rights of Women; S. G. Love introduced his class of athletes, who presented gymnastic exercises; Mrs. S. D. Barr read a paper on Noble Esthetics for all children.

The following were among the resolutions adopted:

Resolved, That true teachers primarily, and the best text-books subordinately, are essential to popular education.

Resolved, That a committee of three be appointed to prepare a memorial to the next Legislature, asking for such changes in the law as to allow women to hold school offices.

Committee on nominations reported the following officers, who were declared elected: President, William N. Reid; Vice-Presidents, D. H. Cruttenden, E. Danforth, D. C. Rumsey, and J. A. Allen; Corresponding Secretary, James Cruikshank; Recording Secretaries, Alviras Snyder, Edward Smith; Treasurer, Daniel J. Pratt.

WILLIAM N. REID.

We have been unable to procure but meagre data with regard to the twenty-third president, William N. Reid.

So far as we have information, his life was chiefly spent in educational work. He taught in various parts of New York State, in Buffalo, Newburg, and was a teacher in Brooklyn but a short time previous to his death. He had charge in that city of public school No. 13, for several years. He subsequently took charge of Morehouse Academy, which position he retained until his health compelled him to relinquish it.

He is said to have been pleasant as an instructor and well informed generally in the topics of his profession. He was a passionate lover of music, and possessed a well-cultivated voice. In personal appearance he was above medium size with iron-gray beard and hair, and with prepossessing mien. His pupils and associate teachers testify to his genial qualities.

THE TWENTY-FOURTH ANNUAL MEETING

was held at Ithaca, July 27th, 28th, and 29th, 1869. The exercises of the opening session, the afternoon of the first day, consisted of an address of welcome by Rev. Dr. Strong, on behalf of the citizens of the place; a similar address by Hon. Ezra Cornell, in response to whose invitation the Association was convened at Ithaca; and President Reid's inaugural. Speaking of the plan and working of Cornell University, especially in regard to appointments to State scholarship, Mr. Cornell announced that no distinction of sex is made in the organic law of the University, and that any ladies, duly qualified, who should present themselves for admission would be received, an announcement that was received with much applause. In the evening T. W. Valentine, of Brooklyn, read a paper on Duty and Interest, in which he denounced, as did President Reid in his inaugural, the action of our late Legislature in granting appropriations to sectarian schools. J. W. Barker, of Buffalo, next read a paper on Teachers' Institutes, in which he reviewed the rise and progress of teachers' meetings, considered the legitimate work of these professional schools for the great body of teachers unreached by normal schools, and appealed to teachers to exercise greater care and vigilance in conducting them.

The next morning resolutions were adopted deploring the death of Hon. Charles R. Coburn, late School Superintendent of Pennsylvania, and paying a high tribute to his memory, "as a sincere friend, an intelligent and hard-working practical educator, a thoroughly honest man, and an earnest and consistent Christian." A report was then read by D. J. Pratt, of Albany, on the Study of History in Common Schools. This was followed by D. H. Cruttenden's discourse on Language. Then Dr. Lambert trotted out *his* hobby, Health and Hygiene. In the afternoon Superintendent Bulkley, on behalf of the Committee of ex-Presidents, reported in favor of celebrating next year, at Syracuse (where twenty-five years ago the Association was organized), the first quarter-centennial of the Association; which report was adopted. B. Waterhouse Hawkins, the well-known artist-naturalist, then delivered, with his unrivalled crayon illustrations, an address on the Unity of Design in the Work of Creation. J. J. Edwards, M. D., of the city, next read a paper on the origin and relations to each other of the types and characters used in writing and printing. In the evening the Association was favored with Professor Sprague's lecture on Milton as an Educator, the most eloquent and scholarly address delivered before the convention.

Thursday morning, the third and last day, committee reports were read, "On Improved Methods in Education," by S. G. Williams, of Ithaca; "On Women as School Officers," by James Johonnot; and on "The Quarter-Centennial Anniversary," by J. W. Bulkley; and addresses by Professor Barlow, of Amherst College, "On the Passions and Emotions in Reading," by Professor Allen, "On Chartography;" and by Calvin Townsend, Esq., "On Civil Government."

In the afternoon the following officers were elected for the next year: President, Samuel D. Barr; Vice-Presidents, Mrs. A. T. Randall, S. G. Love, M. McVicar, A. G. Merwin; Corresponding Secretary, G. L. Farnham; Recording Secretaries, H. R. Sanford, J. G. Fox; Treasurer, D. J. Pratt.

Delegates were appointed to attend a Teachers' Association at Toronto, and a committee to revise the constitution and by-laws of the Association, to report at the next annual meeting. Mr. T. F. Griswold, of Forestville, read a paper on Methods in Education, which was followed by a resolution expressing the Association's disapproval of the action of the last Legislature in granting funds to sectarian schools, and considerable discussion thereon. The evening session was devoted to readings, singing, thanksgiving resolutions, mutual admiration, and other social exercises. Altogether the meeting was quite a satisfactory one.

The attendance was large, the entertainments of the teachers by the townspeople was liberal, and everything passed off with very little jarring.

SAMUEL DAVIS BARR

was born in Gouverneur, St. Lawrence Co., N. Y., July 7th, 1826. His parents were of New England ancestry. Leaving the district school when seventeen years of age, he attended the Black River Literary Institute, at Watertown, N. Y., two terms. The next winter he enjoyed the luxury of teaching his first district school and "boarding round." He received for his first term $11 per month. He also taught the next two subsequent winters. Just before reaching his majority, his father, who was a farmer of small means, used all his persuasion to induce his son Samuel to remain with him instead of going through college, but without avail. Having one older and two younger brothers and a sister, the oldest of the children still at home, he felt no filial obligation binding him to the old hearthstone, and set forth from home the next morning after becoming of age, without a dollar. That day he walked twenty-five miles, to Gouverneur, and on the next made arrangements to attend Gouverneur Wesleyan Seminary in the fall, and board himself. To Dr. John W. Armstrong and his successor at Gouverneur, William W. Clarke, he was greatly indebted for assistance in his school work. He remained in that institution till twenty-five years of age, teaching a part of the time, and was then fully prepared in Latin, Greek, and mathematics for the junior class in college.

Through the aid of his father and Professor Avery J. Smith, his instructor in mathematics at the seminary, he obtained the pecuniary aid necessary to enter Williams College in the fall of 1851. During his course he received the prize offered his class for the best geological map of the Taconic system of rocks, as exhibited in the mountains near the college. On graduation he was offered a choice between the mathematical and geological honors. Three months before graduating (1853) he was applied to by the trustees of the Wesleyan Seminary at Gouverneur to take the chair of mathematics in that institution. This position he accepted and retained three years, and was elected for another year. But having decided to enter the legal profession, he settled at Watertown and entered the law office of Hon. Joseph Mullin. Three days after he was persuaded to accept the chair of mathematics in the institute, and he accordingly taught three hours a day in connection with his law studies, till 1858, when he was admitted to the bar.

In 1863 he accepted the nomination and was elected School Commissioner, which office he held till the summer of 1865, when he received the appointment of Deputy State Superintendent under Victor M. Rice, retaining the position through Superintendent Rice's administration. Mr. Barr's term of service covered the important period when the Free School law reached a successful termination, and many other important measures were enacted. Mr. Barr devised and executed a scheme for renumbering the school districts, by which joint districts could receive only their just allowance. For this work the Legislature paid him an extra compensation of $500. Beside using his influence for the passage of the Free School law, Superintendent Barr assisted in procuring the passage of the bill increasing the salaries of commissioners, and also the bill increasing the number of normal schools. The Legislature voted him $1000 extra compensation for overwork during the last year of his term. While in the department he was elected professor of mathematics in Williams College, but his work was such that he felt impelled to decline.

On leaving the department he accepted a position in a collegiate institute at Rochester. In 1870 was elected principal of Penn Yan Academy, where he remained two years, and was elected for a third, but accepted the principalship of the West High School in Cleveland, Ohio, at a much higher salary. This

SAMUEL D. BARR.

ıl grew under his three years' management from fifty-three to one hun-
and sixty pupils. Resigning this position, he accepted the professorship
ıthematics in Albion College, where he is now teaching. His work covers
ıplete course in higher mathematics.
›fessor Barr was married in 1854, and has two sons, the younger of whom
ıated at Williams College in 1881. That Superintendent Barr was an en-
ıst as regards the educational work of New York may be seen from the
ving poem of his, supplemented to an article on Educational Work and
s :

" Yes, the State hath grandly spoken
Words that echo far away—
'Let the bolts and bars be broken—
Ope the doors as wide as day!

" 'Let the light of truth be given,
Without money, without price—
Beam on all, Day-star of Heaven!
Break, O morn of paradise!'

" At the words a brighter morning
Dawns upon us from the skies;
Mountain, vale, and stream adorning,
And a million pæans rise.

" Myriad children swell the chorus,
Rolling far, and rising high,
While the loved ones, gone before us,
Bend to listen from the sky.

" In the bright abodes of Learning
There are happier hearts to-day;
Joyous throngs are now returning,
Whom the Rate-bill drove away.

" Pause, and listen to their singing—
Wondrous words the children say—
For a deeper chord is ringing.
'We are all the State's to-day!

" 'As a mother she hath crowned us,
And hath made us all her own,
She hath thrown her arms around us,
Hence we walk no more alone.'

" Grand New York! The inspiration
That hath conquered in the war,
Thou hast caught, and, for the nation
Said and wrought 'Excelsior!' "

THE TWENTY-FIFTH ANNUAL MEETING

ıeld in Syracuse, July 26th, 27th, and 128th, 1870. President White, of
:ll University, gave his famous address, "The Warfare of Science," and
med the Association to Syracuse. He discussed the contest between the
of public education and the spirit of bigotry. He favored no sectarian
ls.
nuel D. Barr, of Rochester, President of the Association, in reply,
:ed Mr. White for his great efforts in former years in the New York Legis-
: in behalf of popular education, and attributed to him much of the suc-
of our common-school system. In his inaugural address, Mr. Barr
l the course of the Association during the past twenty-five years, and in
ıg commended the work of the State normal schools, and advised teachers
l to the elementary course and the culture of the higher course.
'he Condition of Education" was the subject of a report by the chairman
: committee, Dr. J. Alden, of Albany. The report set forth that the con-

dition of education is encouraging, because more correct ideas on the subject of education are making progress. Now it is deemed to be the teacher's work, not simply to communicate knowledge, but to lead his pupils to such habits intellectual, moral, and social—as shall fit them for the work of life. Formerly teachers proceeded from the general to the particular; now it is the opposite: now we understand that a good educational institution means something more than huge piles of brick and mortar, apparatus, etc. The vitality of the institution depends upon the quality of its teachers; ladies still, however, do not get pay commensurate with their work.

Professor Hermann Krusi, of Oswego, reported upon "Improved Methods in Education." Development of principles from scholars, without text-books, in accordance with "the Oswego Method," was advocated in the report.

Two addresses were delivered, one by Dr. J. W. Armstrong, of Fredonia, who gave A Chapter on the Origin and History of the Material Universe. No brief synopsis can do justice to the lecture, which abounded in close logical deductions and real eloquence. It was well received.

The other address was by Dr. S. G. Williams, of Cleveland. He said that the experiment of giving "a" grammar school to lady principals in Cleveland had been eminently successful, the examination of the pupils for admission to the high school showing ten per cent better scholarship than under male principals the previous year. He believed in the right of the seat text-books, but had seen excellent results from their entire abandonment. He also urged upon teachers the necessity of directing pupils in the selection of proper readings.

At each session papers were read, usually followed by discussion of the views presented.

Dr. Armstrong, of Fredonia, presented an exercise, with simple apparatus, showing how the principles of centrifugal and central forces can be developed now in a common school, and in the like manner of natural science, and this, too, by means of very simple apparatus.

In the discussion following, the exercise was highly commended by Dr. Woolworth, Professor Steele, Professor Cooley, and others, and the Doctor's recommendations were adopted by the Association.

Dr. M. McVicar, of Potsdam, in a paper on The Teachers, our Times, and Demand, drew the line between the theoretical and practical modes of education. The active and progressive character of our age demands live teachers—teachers of comprehensive ideas, practical minds, and thorough discipline.

Professor C. D. McLean, of Brockport, read a paper entitled The Teacher as a Citizen. The responsibilities of the teacher in educating the child for citizenship were pointedly presented. In the discussion that followed, teachers were reminded that in becoming teachers they surrendered none of their rights as citizens.

Professor J. H. Hoose, of Cortland, read a paper concerning The True Idea of School Discipline. He felt that virtue and truth must be cultivated, and that the school should be largely governed by good disposition of the pupils.

The discussion following the reading of the paper seemed to turn upon corporal punishment.

Rev. S. J. May, of Syracuse, said that the rod was abolished in the schools of this city three years ago, and good results had followed; other means of discipline had been substituted, being mainly rewards.

Professor C. H. Anthony, in a speech which seemed to meet the approval of the house, replied that he considered the world a great school, and our Heavenly Father the Schoolmaster; and that we could take lessons from Him in the matter of governing pupils. He thought that pupils who were educated without the rod were not fully educated—he pitied the children of Syracuse.

Mr. Ross, of Seneca County, the champion of the "rural districts," quoted Solomon. He didn't so much believe in moral suasion. In visiting an Eastern

J. DORMAN STEELE.

city school he ached to get hold of the unruly pupils. He didn't like city boards of education—they made their teachers mere animals to do their biddings.

Professor H. A. Balcom, of Corning, read a paper which proposed to throw overboard the study of English grammar.

Mrs. A. T. Randall, of Oswego, read a paper entitled The School Mistress. A vivid picture was first given of the "schoolmarm" of the olden time. She then paid a very handsome tribute to the memory of Mrs. Emma Willard and Miss Ellen M. Seaver; and lastly, showed the progress made in facilities for female education and more equitable compensation for female teachers.

Professor C. H. Anthony, in a paper entitled "School sui generis," gave an account of an expedition under the direction of Professor Amos Eaton, with competent assistance, which was sent out in 1828 by Hon. Stephen Van Rensselaer, then Patroon of Albany. They were to traverse the State, having the Erie Canal as a base, making geological surveys, examining quarries and mines, and learning adaptation of soils to various purposes, etc., etc. They were to lecture to the people on the result of their observations and give instruction in the natural sciences. This was highly successful, and led to the establishment of the Rensselaer Polytechnic Institute.

Mrs. H. B. Hews read a paper upon Government, which advocated that the right of suffrage should be based upon intelligence and morality, without regard to sex.

Miss Emily A. Rice, of Darien, Conn., read a paper upon Toils and Toilers, and Miss Ellen J. Merritt, of Potsdam, upon Our Rural District Schools.

Professor E. A. Sheldon, from a committee appointed last year, reported a plan of examinations for State certificates, to be under the direction of the State Superintendent and the principals of the State normal schools. No final action was had on the report.

Hon. Victor M. Rice, Mrs. Emma Willard, and Miss Ellen M. Seaver, having died during the year, due obituary mention was made by Dr. J. B. Thomson, of New York, chairman of Committee on Necrology.

H. R. Sanford, of Fredonia, from committee appointed last year, reported the revised constitution and by-laws, which were unanimously adopted.

The following officers were elected for the ensuing year: President, J. Dorman Steele; Vice-Presidents, Miss Silvia J. Eastman, A. J. McMillan, W. A. Welch, Miss Camilia Peterson; Corresponding Secretary, James Cruikshank; Recording Secretaries, H. R. Sanford, E. Curtis; Treasurer, D. J. Pratt.

JOEL DORMAN STEELE.

J. Dorman Steele[1] was born at Lima, N. Y., on the 14th of May, 1836. His father, the Rev. Allen Steele, is a noted minister of the Methodist Episcopal Church. J. Dorman prepared for college at the Classical Institute, Albany, and at the Boys' Academy, Troy. In 1858 he graduated at Genesee College, and soon after went to Mexico Academy as professor of natural science. The need of doing more work in the sciences in less time than the text-books in use required soon became apparent to him, and he began to expurgate the text and teach orally and by lectures in order to meet this want. In 1859 he was appointed principal. Under his management the school increased largely, and a library and apparatus were purchased.

Dr. Steele remained here until 1861, when he enlisted in the Eighty-first New York State Volunteers, raised a company, was elected captain, and went to war.

---

[1] This sketch is condensed from the biographical notice in the *Western Educational Review* for February, 1871. Professor Steele is author of the celebrated "Fourteen Weeks' Courses" in each science, of which Philosophy, Chemistry, Astronomy, Geology, Zoology, and Botany are now ready.

He served in McClellan's Peninsular campaign, and at the battle of Seven Pines was wounded, but remained on the field and led his company until night. A week after he was sent to the hospital, where he was attacked with fever and rheumatism, was sick for many months, and finally resigned and was honorably discharged the service.

In 1862 he was elected principal of Newark Union Free School and Academy, and resumed his work of teaching the sciences. Each season he gave a lecture weekly, with experimental illustrations, to large audiences. With the proceeds he purchased a library and very completely equipped the laboratory with all needful apparatus. During the time he continued his task of condensing the work of each branch of science into a term's study.

In 1866 he was elected principal of the Free Academy at Elmira, where he introduced the sciences on his new plan. At this time he began to write. His MSS. grew into shape in his classes out of actual recitations. The analysis of each subject, the ideas advanced, the illustrations used, were suggested in the school-room.

In 1867 he prepared his "Fourteen Weeks in Chemistry" for the press, and was having it printed at Elmira, for the use of his classes and those of his personal teacher-friends, when his present publishers proposed to issue it for him. In 1868 he prepared his Astronomy, in 1869 his Philosophy, and in 1870 his Geology—all of the same plan as his Chemistry.

As an author Mr. Steele has invested with the most winning charms subjects heretofore considered dry and distasteful. Although at times somewhat highly colored, his style is easy, graceful, and always refined. There is remarkable felicity in his illustrations, which are frequently literary gems of the first water.

At the New York State University Convocation in 1871, his degree of Ph.D. was conferred, "in consideration of eminent services as a teacher," by the highest educational authority in the State—the Regents of the University. His election as President of the New York State Teachers' Association was also a pleasant feature of the year. In all things he has undertaken he has acquitted himself with honor, and imparted a nobility and dignity to the teacher's profession. That he may live to realize the promise of his future is the fervent wish of thousands of his co-laborers.

THE TWENTY-SIXTH ANNUAL MEETING

was held in the city of Lockport July 25th, 26th, and 27th, 1871. The President, J. Dorman Steele, called to order at 2.30 P.M. Rev. Dr. W. C. Wisner delivered the address of welcome. President Steele thanked the citizens of Lockport for their generous welcome, and proceeded to deliver his inaugural address. In conclusion he said:

"My fellow-teachers, our work seems commonplace, our labor profitless. But do you not see how these little things take hold of grander things beyond? Go on to the parade ground, and see how they manufacture raw recruits into soldiers. The process seems almost childish. You catch the regular pendulum *left, left* of the drill-master, the steady *tramp, tramp* of the heavy shoes, the rattling *click, click* of the guns, the swaying of the long lines of men, and the flashing of polished steel. You say, Does all this make soldiers, heroes, patriots? Wait a few months. Let them continue the monotonous marking of time; let them toss the heavy guns until they grow light; let those lines march until they can swing on a pivot like the spokes of a great living wheel. Then you shall see those columns drill on a grander parade. There is no music, no pomp, no childish drilling, no awkwardness now. All *that* is forgotten. They are patriot soldiers, and the battle is to be won. They stand at Gettysburg. The tide of invasion surges and dashes at their feet, and breaks into foam. They charge at Lookout, and from far above the clouds comes back the mighty shout of victory.

"We are only drilling for the battle of life. Let us fail not, and from every field where Might meets Right we shall hear the pleasant answer, 'I am here,' one of those stout hearts we have trained for the fight. And in more peaceful walks we shall see, patiently working out the mysterious problem of life, some earnest one in whose hands we first placed the key to its solution."

Professor Charles Davies, of Peekskill, read a paper upon the Metric System; Miss Flora T. Parsons, of Rochester, read a paper upon Hints in Teaching, or Nature's own Method; D. R. Ford, of Elmira, delivered a lecture detailing the events of A Trip around the World in 1870; Edward Danforth, of Albany, read the report of the Committee on the Condition of Education; Charles S. Halsey, of Canandaigua, read a paper upon English Grammar. "English grammar is the science of the English language, and the art of speaking, reading, and writing that language correctly. This broad and comprehensive view has often been narrowed down in practice to a mere exercise in parsing words. A method of teaching so inadequate has often led scholars to consider the subject very dry, and parents to consider it of no great practical importance. The pupil should not confine himself to the text-book or the daily lesson assigned for recitation, but should draw generously upon the writings of the best authors, and so acquire not only wealth of ideas, but the grace of refinement, which, in language as in manners, can be found only in the best society."

Mood Language was presented by D. H. Cruttenden; Alexander J. Robb, of Waterford, read a paper on Arithmetical Generalization, Walter A. Brownell, of Syracuse, read a paper on The Use of Text-Books; next followed a paper upon Educational Tests, by Oliver Morehouse, of Albion.

President Greene, of Brown University, reminded the Association of his acquaintance with its early history. It was at the time that the teachers in Massachusetts were agitating the question of forming a State association that he remembered well the delegation of New York teachers who paid a visit to Boston at the time this Association was formed. He was happy to greet the teachers of the Empire State. He then alluded to the spirit of the discussions to which he had listened, and spoke in words of commendation on their general character.

Marvin M. Baldwin, of Groton, read a paper on The Successful Teacher. "If among the world's worthies the teacher finds the names of such distinguished educators as Socrates, Plato, Aristotle, Arnold, Pestalozzi, Dwight, Edwards, Nott, Wayland, and Emma Willard, he need not feel disgraced by his calling. Rather let the saying of Channing cheer him: 'There is no office higher than that of a teacher of youth, for there is nothing on earth so precious as the mind, soul, and character of the child.' Let him glory with Lord Brougham, who exclaimed, 'We are called schoolmaster—a title in which I glory, and shall never feel shame.'"

Next followed a paper by Noah T. Clark, of Canandaigua, on What Shall I Study? William Tillinghast, of Brooklyn, recited "The Vagabonds"; G. L. Farnham, of Binghamton, read a report on Primary Reading; a dumb-bell exercise was given by members of the Junior Department of the Lockport Union School; Mrs. R. E. Cleveland, of Muncy, Pa., read a poem entitled "An Acute Medical Council"; John W. Armstrong delivered a lecture upon The Glacial Epoch; C. M. Hutchins, of Palmyra, read a paper upon Teaching Language.

President Greene said:

"When we come to the *study* of *language*, we commence the analysis of a *product*, of which hitherto we have, in a measure, been unconscious. That which has been a *medium* of communication now becomes an *object* of attention. We analyze it, and if we are wise we follow the leadings of the thought which it has embodied. We then study *words*, *prefixes*, *suffixes*, *roots*, *phrases*, and *sentences*.

"If we do not lose sight of the thought which it invests, we are in that realm

where external form and invisible spirit consent to dwell together. Thought becomes incarnate, and dwells among us. We hold converse with each other, and spirit thus mingles with spirit. Thus viewed, the *study* of language is one of the noblest that engages the attention of man."

Alonzo C. Flack, of Claverack, gave a detailed account of the English Monitorial System. The description embraced the schools of Eton, Rugby, Harrow, Winchester, Charter House, St. Paul's, Shrewsbury and Merchant Taylors' School, and Westminster. All these schools educate for the university. Some of the masters receive $10,000, and the head-masters from $12,000 to $30,000 a year.

The system of governing the school in whole or in part by monitors prevails in the nine great English day and *boarding* schools.

The punishments which monitors are by custom allowed to inflict are impositions (which, however, are *hardly* ever set); extra fagging, if the offence be by a boy liable to be fagged; a reprimand and caning; the heaviest of all which would be inflicted for gross bullying, being a public whipping, *i.e.*, a caning by the head-boy in presence of the whole school. Any boy who thinks punishment with which he is threatened unjust, may appeal either to the whole body of monitors, or to the head-master, and the appeal suspends the punishment. If the head-master thinks the monitor right, the pupil must either submit or leave the school. Appeals of either kind, though the head-master does not at all discourage them when made to himself, occur (as we might expect) but rarely.

Mr. Lang, who was at Harrow nearly seven years, remembers only one appeal to the head-master (which was unsuccessful) and one to the monitors.

William Ross, of Seneca County, spoke in favor of corporal punishment. The stripes on his (Ross's) back, received in his boyhood, do him good to this day.

Dr. Lambert said: "Professor Flack had punished my boy, and the boy had within a week said that the whipping had done him good.

J. W. Barker, of Buffalo, next read a paper on School Economy; A. S. Stephenson spoke on the Importance of School Supervision; Samuel A. Lattimore, of Rochester, delivered an address enforcing the necessity of the Education of the Perceptive Faculties; J. H. French, of Burlington, Vt., delivered a lecture upon the Study of Natural History in Common Schools; N. T. Clarke, from Committee on Necrology, presented the following report, which was adopted:

"*Died.*—In Geneva, N. Y., a few weeks since, Dr. Horace Webster, President of the New York Free College. Dr. Webster was a man of the old school, of commanding person, an accomplished scholar, and a most genial and warm-hearted man.

"His more public work as a teacher began as assistant professor of mathematics at West Point. He was then professor of mathematics in Hobart College, Geneva, from which place he was called to the charge of the New York Free Academy—afterward the New York Free College—which completed his public work. After a long life in active duties as an instructor, he returned to Geneva, upon a nominal salary, to spend the evening of his days.

"*Resolved*, That in the death of President Horace Webster, of New York Free College, we recognize the promot on to the highest room of a worthy, exemplary, and accomplished teacher, and hereby extend our sympathy to the family and friends of the deceased."

Obituary resolutions were also adopted in regard to Rev. Samuel J. May and Mrs. L. A. Hoose.

The following persons were elected officers for the next year: President, James H. Hoose; Vice-Presidents, W. A. Welch, Miss Flora T. Parsons, E. E. Fish, Miss Eunice J. Sisson; Corresponding Secretary, James Cruikshank; Recording Secretaries, H. R. Sanford, O. B. Bruce; Treasurer, D. J. Pratt.

JAMES H. HOOSE.

JAMES HARMON HOOSE

January 24th, 1835, near Warnerville, Schoharie County, N. Y. He
moved to Parish, Oswego County, N. Y., when he was one year
was brought up to farm life, attending the district school during its
ons. Preparing at Mexico Academy, he was graduated from
n 1861. He was exceedingly fortunate during his preparatory and
areer in having been instructed by those eminent educators, Dr.
, Dr. J. R. French, and Dr. C. W. Bennett. He has been one
rustees of Syracuse University since 1872. When eighteen years
l to teach school, and has been very active ever since in the
ld. His experience as teacher includes a practical acquaintance
hools, seminaries, teachers' institutes, superintending city schools,
mal schools. He has been a member of the faculty of four of the
rmal schools of the State of New York—viz., Oswego, Brock
, and Cortland—as principal of the last two. He visited Europe
tudy educational affairs. His pen has been active in preparing
dresses, articles, and editorial notes for educational journals, and
ks, among which are, Studies in Articulation; On the Provin
of Teaching; Suggestions to Americans Visiting Europe; Notes
chool System of Great Britain; and a Manual and First-Year
Arithmetic, based upon Pestalozzi's system of teaching numbers.
ent which tested for seven consecutive years the character and
oose is known as the Cortland Normal School controversy. This
was inaugurated in 1876 by the State Superintendent of Public Instr
administered the affairs of the office from 1874 to 1883. Dr. Hoo
he Cortland Normal School in 1869. The school has been very flouris
ng its entire history. To Dr. Hoose more than to any other perso
, is this condition of things due; though others contributed largely
end. Among these was Dr. T. B. Stowell, of the chair of science, w
regarded with favor by the Superintendent. It is claimed that an
gainst the character of Dr Stowell was made in the very beginning
oversy and resented by the Principal. This action, together with
advocacy in 1880 of Hon. John I. Gilbert for the office of State Super
of Public Instruction, was thought to have brought upon him the ill-w
uperintendent, who turned upon him openly in 1880, attempting to
m from the school; Dr. Hoose, sustained by the Local Board of the
esisted this attempt. The contest was carried on in the courts for nearly
s; the first two decisions were against the board; but the Court of Ap
ersed, in April, 1882, the decisions of the lower courts. The Super
then appealed to the Legislature and to the Chancellor of the Regents
n him, but in vain.

the normal school case was in the courts, Dr. Hoose was superintendent
ublic schools of the city of Binghamton. He has been an earnest and
ocate of consolidating the two systems of educational administration
he State under one State Board of Education.

oose inherited from his paternal Holland blood and from his maternal
ancestry that respect for profound learning, that love of liberty, that
f sham and of oppression, that unselfish devotion to duty, that persis-
effort, and that courage and firmness which have characterized his

THE TWENTY-SEVENTH ANNUAL MEETING

ew York State Teachers' Association was held at Saratoga Springs, July
h, and 25th, 1872.

JAMES H. HOOSE.

JAMES HARMON HOOSE

was born January 24th, 1835, near Warnerville, Schoharie County, N. Y. His parents moved to Parish, Oswego County, N. Y., when he was one year old; here he was brought up to farm life, attending the district school during its limited sessions. Preparing at Mexico Academy, he was graduated from Genesee College in 1861. He was exceedingly fortunate during his preparatory and collegiate career in having been instructed by those eminent educators, Dr. J. L. Alverson, Dr. J. R. French, and Dr. C. W. Bennett. He has been one of the alumni trustees of Syracuse University since 1872. When eighteen years of age he began to teach school, and has been very active ever since in the educational field. His experience as teacher includes a practical acquaintance with public schools, seminaries, teachers' institutes, superintending city schools, and with normal schools. He has been a member of the faculty of four of the eight State normal schools of the State of New York—viz., Oswego, Brockport, Fredonia, and Cortland—as principal of the last two. He visited Europe in 1877 to study educational affairs. His pen has been active in preparing educational addresses, articles, and editorial notes for educational journals, and several books, among which are, Studies in Articulation; On the Province of Methods of Teaching; Suggestions to Americans Visiting Europe; Notes on the Public School System of Great Britain; and a Manual and First-Year Text-Books of Arithmetic, based upon Pestalozzi's system of teaching numbers.

The event which tested for seven consecutive years the character and courage of Dr. Hoose is known as the Cortland Normal School controversy. This controversy was inaugurated in 1876 by the State Superintendent of Public Instruction, who administered the affairs of the office from 1874 to 1883. Dr. Hoose opened the Cortland Normal School in 1869. The school has been very flourishing during its entire history. To Dr. Hoose more than to any other person probably, is this condition of things due; though others contributed largely to the same end. Among these was Dr. T. B. Stowell, of the chair of science, who was not regarded with favor by the Superintendent. It is claimed that an intimation against the character of Dr. Stowell was made in the very beginning of the controversy and resented by the Principal. This action, together with Dr. Hoose's advocacy in 1880 of Hon. John I. Gilbert for the office of State Superintendent of Public Instruction, was thought to have brought upon him the ill-will of the Superintendent, who turned upon him openly in 1880, attempting to remove him from the school; Dr. Hoose, sustained by the Local Board of the school, resisted this attempt. The contest was carried on in the courts for nearly two years; the first two decisions were against the board; but the Court of Appeals reversed, in April, 1882, the decisions of the lower courts. The Superintendent then appealed to the Legislature and to the Chancellor of the Regents to sustain him, but in vain.

While the normal school case was in the courts, Dr. Hoose was superintendent of the public schools of the city of Binghamton. He has been an earnest and able advocate of consolidating the two systems of educational administration now in the State under one State Board of Education.

Dr. Hoose inherited from his paternal Holland blood and from his maternal German ancestry that respect for profound learning, that love of liberty, that hatred of sham and of oppression, that unselfish devotion to duty, that persistency of effort, and that courage and firmness which have characterized his career.

THE TWENTY-SEVENTH ANNUAL MEETING

of the New York State Teachers' Association was held at Saratoga Springs, July 23d, 24th, and 25th, 1872.

The First Vice-President, Wheaton A. Welch, called to order, and Rev. Mark Hopkins, of Williams College, offered prayer; Superintendent L. S. Packard, of Saratoga, delivered the address of welcome.

"The assemblage of public bodies is no new thing in the history of Saratoga Springs. Women's Rights conventions have met here, and have shrilly and shrewishly piped their fancied wrongs, and have been as speedily forgotten as the breath giving them transient life. Conventions representing the various isms of the day have sat down here to weave their theories, and have soon become as nameless as the passing breeze. Political conventions have brought here their loud-mouthed orators, their good, benevolent, country-saving souls, sparsely sprinkled with the pure-minded patriot and statesman; and, after having wonderfully found, first, the right man, the man for the hour, the man who had already found himself, have dissolved and gone away to the still coarser and rougher work of election."

Ex-President Dr. Cruikshank, of Brooklyn, responded.

President J. H. Hoose, of Cortland, then delivered his inaugural address:

"Let the hopes of the speaker be uttered that all will unite to work out speedily a higher and nobler idea for our profession; that this session may prove full of interest and profit to all; that downright earnestness may be evinced for truth; that all personal opinions may be duly heeded, and yet the general good generously consulted; that all will feel free to join in the discussions; and may the prayer be uttered that God will bless all our efforts both for time and for eternity."

Dr. C. W. Bennett, of Syracuse University, was then introduced, and delivered a lecture upon the History of the Philosophy of Pedagogic.

"*Pedagogic* is the science and art of so developing, by means of *conscious influence* on the physical, intellectual, and moral powers of man, the ideas of truth, freedom, and love, that lie at the foundation of his God-derived nature, that he can meet spontaneously and independently his human responsibilities." (Schmidt, "Gesch. d. Erziehung," p. 1.) "At a glance we see that the Philosophy of Pedagogics is only a branch or corollary of general philosophy, that it ever has shifted, and ever will shift, with a shifting psychology, with a shifting theology, with a shifting philosophy of history, and with the shifting views of the doctrine of final causes. If man is of the earth, earthy—after a few days of struggling and of tears to return to the dust to rise no more—if history at best is only *your* incoming on the stage to mount on the shoulders of your predecessors, and *my* incoming to mount on yours— you and I alike serving our brief purpose, yet to have no share in some final triumph—then the Philosophy of Pedagogic is *one* thing; it *may* have its motives, we *may*, possibly, find our inspiration to work. But if the history of education is like universal history—a history of mankind '*by* God, *through* God, *to* God'—if Christ is the middle point of universal history, also of the History of Pedagogics, if my sacrifice is to contribute to the elevation not of my immediate successor alone, but to the *final* triumph, which I, too, am to share; if my destiny is bound up intimately with the destinies of the race, and the destinies of the race are affected by my conduct; if, in short, this historic drama is a necessary medium of moral development to the race, which shall clearly appear in the grand *denouement*; then this work of ours *has* its motives; it *has* its inspiration; *I* know it, *you* feel it, and we are willing, fellow-workers, to toil on in obscurity, if needs be—little appreciated it may be—poorly requited often, but still proud, and satisfied, because co-workers with the Great Teacher in lifting the race from bondage to freedom, and from darkness to the light of life."

Edward Danforth, of Albany, read a report on the Condition of Education.

Mrs. Emily A. Taylor, of Albany, read a paper upon Reading in our Schools.

"The object of reading is to give effective expression to the thoughts and feelings as recorded on the written page.

"It is not to amuse the hearer by feats of vocal gymnastics, but to put him in

complete possession of the thoughts of the writer, and to cause him to feel the emotions those thoughts are adapted to inspire. To read a piece well requires on the part of the reader a perfect understanding and appreciation of the meaning—of the exact office of each word, and of the connections and relations of the successive thoughts.

"No one can clearly communicate to others thoughts which he does not clearly understand. Hence a piece to be read must be carefully studied. No one can read a piece well at sight. The skilled musician may be able to play a piece of music at sight, but it is not so with the reader. He can, it is true, utter the successive words, giving to them distinct articulation and the authorized pronunciation, but he cannot give effective expression to the thought and feeling contained in the piece. To do this the design of the piece must be fully known and entered into by the reader."

Professor S. S. Packard, of New York, next read a paper upon Preparation for Business.

After an organ voluntary by Mr. Waterbury, Professor S. A. Ellis, of Rochester, presented a paper upon the Rise and Progress of High Schools in our State.

"As early as 1635 a public Latin school was instituted in Boston, and an English school in 1821; but then schools, although of a higher order than the common or public schools, provided for the instruction of boys only. The arrangements for a girls' high school were not perfected until the year 1855—so slow were they to believe in the grand future of woman!

"In 1825, the first high school (for boys) was organized in the city of New York, and in 1826 a similar institution was opened for the education of girls. The Central High School of Philadelphia was organized and established in 1838; and during the first ten years of its existence was without a rival in the completeness of its appointments and the extent of its course of instruction; and in 1855 its only compeer was the Free Academy of New York, which was organized in 1849. Both of these schools, although open and free to all—so it was said—embraced a course of instruction not inferior to that of an ordinary college, and both had the power to confer the usual college degrees. But these schools were for boys only; and in 1856 neither New York nor Philadelphia had made any provision for the higher education of girls."

Charles A. Fowler, of Dryden, presented a paper entitled, The Relations of Modern Philosophical Thought to Popular Education.

Mr. Schepmoes, of Shokan, read a paper upon the Public School—what it has done, what it is doing, and what it may do.

Dr. T. L. Griswold, of Oswego, read a paper upon Physical versus Mental Training.

The *obje t* of the paper was to show that all educational training should be addressed to the *outer* or *external* of man's compound nature; that the *soul's* requirement is simply *expression;* that it contains all power, in embryo, from the beginning; that the *organisms*, external and internal, furnish the only proper ground for educational labor; that the law of growth of these organisms is through cell transformation and cell change, whereby an automatic action, more or less perfect, is established in the nervous centres; that prominent defects in our present systems of education may and should be corrected by a judicious exercise and culture of the physical body.

Professor Stowitts, of Buffalo, opened the discussion by declaring his belief in the efficacy of physical training; that the soul is not susceptible of education. It is the extension of the divine mind, and educators should see to it that the soul is taught to express properly, powerfully.

Mr. Ross, of Seneca, followed by remarking that Americans as a race are degenerating physically as well as mentally. Our race will soon be extinct, and foreigners will fill the places that we will know no more. Boys and girls should play more—gymnasiums are not good for much—no fun in them. Play is good enough for all. We don't raise as many children as the foreigners do.

Professor Barker, of Buffalo, remarked, first, that Mr. Ross ought to practise what he preaches, and not neglect his matrimonial and other opportunities to make himself felt in the world. Second, some regard should be had for dietetics.

Dr. King, of Fort Edward, followed, saying that he could not indorse some exaggerations in the paper concerning the emaciated condition of our pupils, resulting from mental training, regardless of special physical training, as he has not found such condition prevalent, as charged by the paper.

Dr. Griswold explained apparent exaggerations and inconsistencies on the ground that time prevented reading his paper in full.

On motion, the time of the session was extended to afford time for this discussion, and for the report of the Committee on Revising the Teachers' Journal.

Dr. McVicar said that facts do not fully verify the statements made in the paper. He had been informed by leading physicians that other and more important causes lead to the physical degeneracy of our youth. The fault is to a great degree in the family and social habits of young persons. He claimed that more injury was done by inactivity than by over activity. He would disagree with the writer in his exemplifications of soul, mind and force.

Dr. Griswold replied by more fully defining his terms and general phraseology.

Professor Johonnot dissented from the opinion of Dr. McVicar, as to the inactivity of pupils, as his experience had convinced him that the opposite opinion was correct.

Commissioner Charles T. Pooler, of Deansville, read a paper entitled, The Qualifications of Teachers.

"You say you want a license to teach. Well, have you ever spent a whole day, or even a whole hour, thinking what to teach means? Can you do your work well, if you have not a clear idea what that work is? Did you ever, by the help of dictionaries or other books, and best of all by reviewing the operations of your own mind, arrive at the clear, full and complete definitions of the three expressions to teach, to instruct, and to educate; so that in the school-room you can tell at any moment when you are teaching, when you are instructing, and when you are educating, and also which of the three you should most endeavor to do?

"We teach a pupil *how* to do a thing, and he imitates us. We instruct him in the principles involved in the process by explaining why each step is thus taken in the performance; but we educate him when we use such means in showing him the *how*, and such language in explaining the *why*, as to induce in him the habit of systematically thinking out the how to do it and the why it is done so for himself. Education, as the origin of the term implies, means to lead out or develop the powers or faculties of the mind; in other words, a pupil is educated when he is enabled to think correctly, independently and methodically; to analyze, compare, perceive relations, draw correct conclusions, arrive at truth, deduce principles, and understand the whole subject under consideration without assistance from others; and the habit of doing this forms mental discipline. And he whose efforts in the school-room produce such results possesses the highest qualifications as a teacher."

Hon. B. G. Northrop, Secretary of Connecticut Board of Education, and Commissioner of Public Instruction for Japan, delivered an address entitled, The Schools of Europe—what we may and ought to learn from them.

He first spoke of the schools of England and the untiring efforts of the Birmingham League for a higher education of the masses of our mother country. Their motto, "Education free, universal, compulsory," had been thundered through the realm, till a bill was even now on the eve of passage in Parliament, which would insure this. The Paris Exposition had shown up the fact that England was far outstripped by the continent in the matter of schools. England spends five times as much for pauperism as for education; Switzerland

seven times as much for education as for pauperism. Sadowa and Sedan were also great schoolmasters of Europe. The Jesuit contest and defeat in Germany was commented on, and the policy of Bismarck approved.

Austria was under-estimated in her efforts to excel in the "arts of peace," for now no government was more liberal in its school policy. In Switzerland there had been a recent advance in the technical schools. Italy was the first to open National Schools for women, and here a knowledge of grammar was being substituted for genuflexions. He described a recent Italian school celebration given *a la* Boston. In France the "superior" schools were of a high order, but though her boulevards were beautiful, her schoolhouses were shabby.

America excelled Europe in arithmetic, map-drawing and similar studies, also in religious instruction, and it was a great mistake to educate American boys in Europe, "to un-Americanize them," for above all there was a moral malaria there. We find across the water, more graduation in schools and more facility of expression in the scholars. Mr. Northrup enforced the necessity of the latter in America, saying that ours is the noblest language and the noblest literature.

Dr. J. W. Armstrong, of Fredonia, read a report on Improved Methods in Education.

Professor S. D. Barr, of Penn Yan, read a paper entitled, Aiming at What?

Next followed an address of Professor J. W. Dickinson, Principal of the Normal School, Westfield, Mass. Subject, Relations of Elementary to Scientific Knowledge.

Dr. Armstrong, from the committee on plan of reviving a Teachers' Journal, made a supplementary report, recommending that the Association accept the proposition of Professor O. R. Burchard, of Fredonia, to publish a monthly journal at Buffalo, of forty-eight pages, at a subscription price of $1.50 in accordance with the committee's plan previously adopted. The report was adopted, and the committee continued to supervise the work.

Among the resolutions offered was the following:

Resolved, That the Teachers' Association of the State of New York do earnestly desire the publication of a journal to be called the *New York State Educational Journal.*

D. D. Metcalf, one of the inspectors of election, reported the following officers duly elected: President, Edward Danforth, Albany; Vice-Presidents, Sherman Williams, Queens; Jacob T. Boyle, New York; Mrs. Emily A. Taylor, Albany; A. Z. Barrows, Buffalo; Corresponding Secretary, James Cruikshank, Brooklyn; Recording Secretaries, Henry R. Sanford, Fredonia, O. B. Bruce, Binghamton; Treasurer, D. J. Pratt, Albany.

EDWARD DANFORTH,

the twenty-seventh president of the New York State Teachers' Association, is a native of Hillsborough County, New Hampshire, and a lineal descendant of the Danforth family which settled at Boston in 1634, one of whom was governor and others were prominently identified with the early history of the Massachusetts Colony. His father was the Rev. Francis Danforth, a New England clergyman of considerable note. His early education was obtained at home. He began the study of Latin when nine years of age, and had completed the preparatory course for college at the age of fifteen.

His professional work began in Erie County, in this State, when but sixteen years of age, where he taught district school while pursuing his college course. He was afterward principal of Union and Classical schools at Le Roy, Batavia and Clarkson. He also served as school commissioner in Erie County, and as instructor of teachers' institutes.

His success in these positions brought him invitations to larger and more responsible fields of labor. He went to Grand Rapids, Michigan, and in five years built up a system of schools which were reported in the *State Gazetteer* as

the model schools of the State, and which attracted much attention for the improved methods of instruction developed.

He was called to Troy, N. Y., as the first superintendent of schools in that city, and after a service there of five years was appointed Deputy State Superintendent, remaining with Mr. Weaver through the two terms of his administration. He then accepted the position as the first superintendent of the schools of the city of Elmira. In the various places he has served he has won the highest testimonials of success. His merits have been frequently recognized by honorary memberships in literary and scientific organizations. He received from Dartmouth College the degree of Master of Arts, in recognition of "scholarship and professional service," and afterward received the same degree from Hamilton College.

His attachment to educational work diverted him from his original purpose of practising law. His executive ability in the management of business and financial interests have been no less marked than his tact and skill as a supervisory officer and teacher.

THE TWENTY-EIGHTH ANNUAL MEETING

of this Association began at Utica July 24th, 1873, the President, Edward Danforth, in the chair. After an address of welcome from the Mayor, Hon. C. K. Grannis, the President delivered his annual address. He gave a concise history of the public school system of the State, and then directed attention to the present methods of instruction. "There is a disposition for the display of ostentatious learning, rather than useful culture, a desire for immediate results rather than for the gradual healthy development of the mind. The remedy for this evil of 'cramming' is to be found in an adequate supply of qualified teachers, and in a more thorough supervision of the schools."

The report of the Standing Committee on Education was made by A. J. Robb. Among its recommendations the most important was, that the office of School Commissioner be removed out of the sphere of local politics, and that the appointments be made hereafter by the State Superintendent, or by any appointing board chosen by the Governor; and, further, that the salary of the Commissioner be so increased as to secure competent men, who will devote their whole time to the duties of the office. During the evening Dr. Dio Lewis, of Boston, delivered a very entertaining and interesting lecture on Eyes and Ears.[1]

The doctor took from a collection of curiosities on the table, something that looked like a Sandwich Island idol of the period prior to the raid of the missionaries, and said a fish has one ear, a bird has two ears, and a man has three ears. "If I should ask a school child how many ears have I, he would count one, two [here the doctor pulled his ears and made up a face which it is utterly impossible to report], and the child would say, 'You have two ears.' But if I ask the scientific man he says one, referring to the outer ear; then he penetrates to a tough membrane, stretched across the channel, the tympanum, and he finds behind that four little bones, and he says, 'That is the middle ear—ear number two'; then he finds still farther within the head, a curious thing which I cannot describe, but which I will show you by-and-by, and that is the third ear."

The third ear, afterward exhibited, looks like the model of an angle worm struck by lightning while crawling through a tin tunnel with no lightning rod and no insurance, and considerable damage done to the building. The lecture as illustrated was worth going a hundred miles to hear. We can only attempt a faint description of the method by which it was illustrated, and if our readers are not satisfied it is their own fault. They should have heard the lecture. It would not have cost a cent, and only about three hundred were obliged to stand up.

---

[1] This report is mostly by "J. Joshua Jenkins," local editor of the Utica *Herald*.

Thus man has an outside, middle, and interior ear. The first to catch the sound, and the second to conduct the vibration to the third. The fish has but one ear, and he needs but one. The water carries the vibration of sound so strongly that he hears more than he wants to with that. The speaker further illustrated this point by asking his gentleman hearers if they had ever, when boys, held their heads under water while their comrades struck the surface. The report was like that of a cannon. Well, the fish lives in the water, subject to such sounds all of the time. Some fish have no hole for the ear through the skull, and yet hear more than is comfortable at times.

The ear of the bird was next considered, and then the ear of man, illustrated by a large model, which showed all the crooks. Our reporter does not wonder that children have the earache with such machines in their heads, ten times more complicated than patent churns. The wonder is that their ears do not ache harder and more frequently.

He then spoke of the part played by the ear-wax, and illustrated in a way calculated to bring a grin to the face of a wooden Indian, how fair maidens jab pins, and penknife-blades, and ten-penny nails into their ears. The wax was poisonous to most insect life, and obnoxious to all. A boy with one bug in his ear would strike his mother in his agony, and a boy with two bugs in one ear was a fit subject for a coroner. This wise provision kept the bugs out of the ear. The wax should never be removed except by scientific hands and on scientific advice. In old age it might be moistened with castor oil mixed with one fourth spirits. Having poured so much, and a great deal more, into the ear, the doctor next caught the eye. He had a little eye about six inches across with which he illustrated his remarks. This was the right eye. The other one was left—in Boston. He showed first the near connection of the eye with the brain. Then followed a clear description of the muscles of the eye. Six muscles moved the eye. Four or five might do for farmers and mechanics, but the poets needed a muscle to roll the eye in the manufacture of fine frenzy, and there it was. If you did not want to go into the frenzy business, you were under no obligation to use it. Then he showed the tear gland, and the duct to the nose. If a man felt moderately grieved he would weep, but all the tears would go into his nose and out would come his handkerchief—tshu—so. If he felt worse the tears overflowed his cheeks. If your uncle died and left you four or five thousand dollars, you felt bad, of course, but your tears went unseen into your nose; but if your neighbor's hens got in among your tomatoes, or the government seized your property to build a post-office on, or your mother-in-law came to spend the summer at your house, why then you went right into hydraulic experiments, and your cheeks were flooded with briny tears. There was one muscle down by the side of the nose which the doctor named, but we guess we won't try it. We feel pretty sure about the first eight or ten syllables, but after that it merges into chaos and old night. In that connection he said that his brethren delighted in big words. Oblige them to talk common-sense, and their occupation, like Othello's, would be gone where the woodbine twineth.

The coats of the eye he designated as the overcoat, jacket, and shirt. The first of these possessed wonderful strength. In the instance of a negro killed by the fearful accident at Sauquiot Creek bridge, Whitesboro, the face and front of the skull was crushed to a mass of pulp, but amid the bones and flesh the eyeballs were found unbroken. Our reporter remembers an instance where a young lady, a student at the seminary, repeatedly pierced the hearts of young men with her eyes, and the eyes are as good as ever to-day, but the young men don't feel very hearty. The colored interior of the second coat, and its influence, were explained, together with the effect where color is wanting, in the case of Albinos. The pupil of the eye was so called, he chose to believe, because one looked so small in it. So like a pupil married men would be surprised to find how small they looked in the eyes of their wives.

Superintendent David Beattie, of Troy, read a paper upon Supervision in Cities.

"Supervision should excite in the teachers a lively *esprit du corps*. Deliver me from a teachers' meeting in which there is no evidence of fraternal feeling, no cordial recognition of merit, no disposition to criticise in a happy spirit, no mirth elicited by a 'good hit,' but where each one stands on his own dignity, suspiciously taking hold of each question as if it contained a jack in the box which might startle him and cause laughter at his expense. If cordiality does not prevail and interest manifest itself in your meetings of teachers, either excite these qualities or abandon the meetings. Another result of good supervision will be a complete utilizing of school accommodations. It is too often the case that Webster's description of the legal profession applies to school accommodations—'they are all full below, but there is room enough above.' We should strive to remedy this defect by a better arrangement of classes, in order that charges of extravagance may not prevail against us."

Following this, Commissioner R. E. Seldon, of Le Roy, read a paper on Supervision in Rural Districts.

"That commissioners as a class should be particularly efficient in giving a healthy tone to public sentiment in this matter, can scarcely be expected, for are not their characteristic modesty and delicate tenure of office well known? And comes there not from days of old this suggestive inquiry, 'Doth the wild ass bray or loweth the ox over his fodder?' The teachers of the State, were they united in harmonious co-operation for the general advancement and promotion of educational interests, would exert an influence that would be felt in every hamlet and household, and wield a power that could not be disregarded. Politicians, with delicate sensibility, feeling the popular pulse, would not be slow to discern that candidates for office, to escape defeat, must meet the approval of those whom they serve, then might we hope for commissioners, who having been perfected through suffering and toil, have interests and sympathies in common with those whose self-sacrificing devotion glorifies the wayside temples of learning, men influenced by higher motives and nobler aspirations than the honors and emoluments of office."

Dr. McVicar, of Potsdam, read the report of the Committee on Improved Methods in Education.

Dr. Frederick S. Jewell, of Greenbush, read a paper on Teachers' Institutes; their Necessity and Efficiency.

Rev. Dr. S. Van Bokkelen, of Mt. Morris, delivered a lecture upon the Education of Women.

"I think we may venture the opinion that all over the United States the academic education of young women is multifarious and desultory. It is comprehensive, embracing a little of everything, but accurate in almost nothing. This is because it has no well defined purpose. When our young women, instead of closing their text-books at the age of seventeen, aim to prepare themselves for a college course, their shams will give place to realities, and the public exercises of our own best seminaries for girls will present a more substantial programme than music and sentimental essays, and have a higher purpose than to display the skill of the mantua makers. Our seminaries for young women are comparatively barren of results, because they are not stimulated to that thorough culture required for admission to college. As long as it is the custom for our daughters to be content with the elements of knowledge, except so far as they seek professional education as teachers in our State normal schools, there can be no advances. But when the college opens its door, when women seek the advantage which higher institutions offer, the onward movement will begin."

After a song by Miss Ella Smith, of Utica, an address was delivered by George Kennan, Esq., of Medina, on Life in Siberia.

"The first thing the traveller notices is the language. What the Russians did at the Tower of Babel to have been afflicted with such a complicated, mixed up, utterly incomprehensible language, I never could imagine. I have thought

sometimes that they must have built their side of the tower higher than any of the other tribes and have been punished for their sinful industry by this unintelligible jargon of sounds, which no one could hope to learn till he became so old and infirm that they could never work on another tower. I tried to learn a few of the common phrases, among them, 'I want something to eat,' as I thought probably this would be the first thing I should need. I asked what the expression was in Russian for it and was told, '*Vashavvesokeeblagarodiaee veeleekeeprevoskhodeetellstvoee takdalshai.*' It convinced me that if I were compelled to ask for food in that language I should certainly starve before I could get the words out of my mouth. One of my companions discovered that the Russian words for mother and brother were mat and brat, and he immediately concluded that any language which compelled him to call his mother a mat and his brother a brat, must be an invention of the devil, and he, at least, would not learn it. If mother is mat and brother brat, it would be very natural to suppose that father would be fat, but it is not. 'You be righteous' was the Russian phrase for 'get out.'

"My friend Bush, with due regard to the customs of polite society, wished to learn also, thank you; but gave it up on discovering that it was *Ya pakornoo vass blagadoroo miloostel gosoodar*, and we were obliged to caution him not to indulge too frequently in the practice of the language, lest we should have to bury him with this inscription on his tomb-stone: 'Found dead with a Russian word stuck in his throat.' During our stay in Petropavlovski we had the opportunity of seeing the Russian marriage ceremony as performed there. The preliminary arrangements of falling in love and popping the question are made very much as in other parts of the world, though there is one noticeable exception. The young Siberian lover does not pop the question himself, but appoints a friend to do it for him. This friend is known as the thousandth man, and besides popping the question he is expected to pay all the expenses of the wedding; and, however poor a man may be, he generally manages to raise funds enough to pay the expense of his friend's wedding. I presume the title of thousandth man arose from the fact that not more than one man in a thousand was willing to pay such a price for another man's happiness. In America, I fear it would be the ten thousandth man."

Ex-Commissioner D. D. Metcalf, of Oswego County, read the Report of Committee to Present a Plan for Organizing and Grading the Schools of the State.

Professor Charles T. Pooler, of Deansville, read a paper on Common and Graded Schools.

This was followed by a paper by Mrs. Nellie Lloyd Knox, of Brockport, on Primary Education.

"Nature is the child's first trainer and original teacher, and nature is always an objective teacher. She develops capability by presenting opportunities for the exercise of power. Her pupils learn to do by practice, in doing. They must see and hear without rules for seeing and hearing and actually progress without a compendium of abstract principles. Her storehouse of knowledge is a collection of things; her motto—Use, if you would have; her maxim of training—Action! She is a reticent teacher—she never interrupts nor explains—she bides her time and makes blunders instructive. She allows the child to experience the consequences of his actions, that he may learn prudence. Pestalozzi, the head boy in her school, has given us as the first principle in education, 'Follow nature in your teaching,' which we accept in theory and often repudiate in fact—sometimes with good results, for, to be candid, nature is a little desultory in her teachings, and occasionally fails to correct inaccuracies. Her work is overdone and limited in its objects. She calls for but the simplest generalizations, and enforces relentless discipline without taking account of extenuating circumstances. She makes everything of training the faculties and nothing of the systematic storing of knowledge. While we make her art the architype of our own in elementary teaching, it is quite possible to improve

"Supervision should excite in the te[illegible] [illegible]sible life hastening upon me from a teachers' meeting in wh[illegible] [illegible]rough museums."

no cordial recognition of me[illegible] [illegible] read a paper on the Claims of mirth elicited by a 'goo[illegible] [illegible] Instruction.

suspiciously takin[illegible] [illegible] paper on Harmonizing the Higher and which might st[illegible]

not prevail an[illegible] [illegible] of Buffalo, was read on the Profes-

these qualiti[illegible]

will be a cc[illegible] [illegible] Commissioner of Education, was introduced by

that Web[illegible] [illegible] said:

tions—' [illegible] what the National Government has to do with educa-

strive t[illegible] being a Yankee, to answer that question by asking

charg[illegible] [illegible] permit me, [illegible] National Government to do with the weather? And

Fr[illegible] [illegible] What has the National Government to do with the weather? And

Sur[illegible] [illegible] and our navigators are appreciating the benefits of the observa-

[illegible] [illegible] made by the General Government, that could be made

[illegible] [illegible] the weather, made by the General Government, that could be made

[illegible] [illegible] instrumentality. And I may ask still another question, what has

[illegible] [illegible] to do with the triangulation of your mountains and

[illegible] [illegible] Government to do with the coast survey? Why not leave this to

[illegible] [illegible] in other words, with the coast survey? Why not leave this to

[illegible] [illegible] instrumentalities? The answer is, the General Government alone can do

[illegible] [illegible] the General Government alone can gather up all the daily phases of

[illegible] [illegible] of the country, the different State systems, city systems, college

[illegible] [illegible] common-school systems, academic systems, these direct instrumental-

[illegible] [illegible] and those collateral instrumentalities, as voluntary organiza-

[illegible] [illegible] in charge orphans. And only through these generalizations

[illegible] [illegible] into comparison the data from which we may come to general con-

[illegible] [illegible] for the whole country.

"To day, the president of the college in Japan is a citizen of the United States. He received his theological education at Auburn. The president of the college at Pekin, China, is a citizen of the United States. Japan and China send their sons, and undoubtedly they will both soon send their daughters also, to our schools for culture; they prefer to come to us rather than to any other nation. Citizens of the United States have already established one college at Constantinople, and another at Beyrout. We may easily become the educators of the world. We have only, in every land to carry out the spirit which has been made so manifest in these meetings, to improve our opportunities and the work is ours."

In Section A, Common and Graded Schools, the following papers were read: Curriculum of our Public Schools, by Professor George H. Stowits; Some Common Sense, by Francis P. Lantry, Manlius; Primary Teaching, by Miss Frank A. Tefft, Sandy Hill; The Bible in the Public Schools, by William C. Bowen, A.M., Skaneateles; Why do we Teach? by Miss M. S. Cooper, Oswego; Our Public Schools—the Theoretical and the Practical, by Professor G. R. Cutting, Waterville.

He took the ground that not a cent of money should go to either a *Protestant* or a *Catholic* school, but to the PUBLIC schools alone—and to those only which are wholly divorced from every sectarian influence. To such as these she cannot grant too much, and though a myriad of theoretical prattlers may say that a just division of the funds can be made, the facts of history in our own State show that, *practically* this is impossible, and that the question should never be harbored, is a candidate for a school board or commissioner Republican or Democratic. But is he a *man*, has he mental qualifications for his trust, and has his past experience been such as to insure his properly directing his subordinates?

In Section B, Higher Education. The section took up the topic, The True Place of Natural Science in an Educational Course.

In Section C, Professional Training of Teachers. Miss Sara A. Saunders, of Cortland, read a paper on Imagination in Children—its Culture and Control.

In Section D, Supervision. A paper was read on Teachers' Institutes—Commissioners' Duties Thereto, by Commissioner Joseph Barrett, Katonah.

E. A. McMath, of Monroe County, read the report from the committee appointed at Saratoga to consider the subject of Uniform Examinations of Teachers.

Commissioner W. B. Howard, of Oswego County, then read a paper on Teachers' Associations.

Commissioner Charles T. Andrews, of Schuyler County, then read a paper on Supervisory Officers—their Selection, Qualifications and Duties.

The following were among the resolutions passed by the Association :

Resolved, That in the opinion of this Association the educational interests of the State imperatively demand for the common schools a course of instruction which shall not, as at present, be dependent upon the caprice of the pupils, the prejudices of the teachers, or the whims and selfish interests of the parents ; and we respectfully ask such legislative action as shall give the Department of Public Instruction authority to prescribe, and to the Commissioners and Trustees power to enforce a uniform course of study for the public schools in the rural districts.

Resolved, That the experiment of organizing the Association by sections meets our hearty approval, and, believing that it has added much to the interest and profit of this session, we hereby recommend its permanent establishment, at the same time tendering our sincere thanks to President Danforth and the Executive Board, whose skill and energy conceived the plan, and have successfully carried out the details.

Resolved, That this Association recommend such legislative action as shall be necessary to establish, under the supervision of the Department of Public Instruction, an educational cabinet or museum, in which shall be collected and properly arranged all the educational appliances of this and other countries, such as models and plans of school-houses, furniture and apparatus, maps, charts, text-books, manuals and general school materials—all conducted upon a plan somewhat similar to the State cabinets of natural history and agriculture.

Under the rules the following resolution was referred to this Committee, viz. :

Resolved, That a committee of five be appointed by the Chair to ask the Legislature to appropriate the sum of $15,000 to pay expenses of teachers who attend the State Teachers' Association.

In accordance with previous arrangements, Friday, July 25th, was devoted to an excursion and field meeting at Trenton Falls. The forenoon was spent in recreation and examining the locality. In the afternoon the meeting was called to order by President Danforth, who introduced Professor C. H. Peck, State Botanist.

The trees of the grove are similar in species to those that abound throughout the great "Northern Wilderness" of New York. There are, however, two notable species absent from the grove, the spruce, valuable for its timber, and the balsam, interesting because of its beauty and of its hardiness. This is the only cane-bearing tree that climbs to the tops of the highest peaks of the Adirondack Mountains, and in such situations it becomes very much dwarfed. Its leafy aromatic branches are used for bedding, by guides, hunters and tourists, and have the reputation of preventing the contraction of colds by those sleeping upon them. The dwarf yew, so abundant in the grove, though classed with the coniferæ, produces a berry-like fruit instead of cones. Such coniferæ as the pine, spruce and hemlock, furnish us with our chief supply of lumber. The wood is generally softer in texture and more easily worked than the hard firm wood of our deciduous trees. The order includes the "big trees" and the "red-wood" of California, and also the famous "cedar of Lebanon."

Dr. James Hall, State Geologist, then delivered an address in regard to the geological features of that locality. The officers elected for the ensuing year were : President, Andrew McMillan ; Vice-Presidents, Joseph Barrett, Noah

T. Clarke, Melissa A. Lake, Rufus T. Peck; Corresponding Secretary, James Cruikshank; Recording Secretaries, Henry R. Sanford, David Beattie; Treasurer, Daniel J. Pratt.

ANDREW McMILLAN.

Andrew McMillan was born in the town of Augusta, Oneida County, N. Y., December 11th, 1820. He was the son of Andrew McMillan, Sr., who came to the town of Augusta from North Conway, N. H., at the age of twenty, and cleared up the farm on which the subject of this sketch was born.

From the age of five years until the age of sixteen the younger McMillan attended the district school, near his father's residence, working on the farm summers and attending school during the fall and winter terms. When he was sixteen years old he entered the Augusta Academy, then in a very flourishing condition, under the principalship of the Rev. George Hall, one of the most successful instructors of the time.

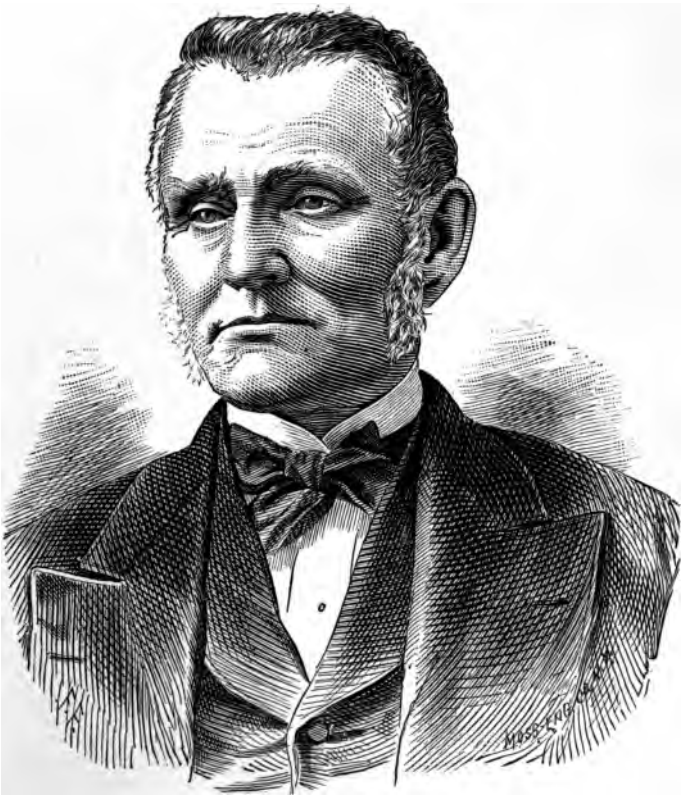
In 1840 he commenced teaching a district school, at $13 per month, and for five succeeding years he continued to teach in country district schools, commencing with a salary of $13 per month, and securing positions in larger districts until he received $22 per month and "board around," that is, alternately with the several patrons of the school. He often refers to this period of his life as being not only very pleasant but also very profitable, as it was an excellent school in which to study human nature; and that he profited by the discipline is shown by the remarkable success that has crowned his efforts in dealing not only with pupils, but also with the patrons of his schools.

He at once showed that he possessed those peculiar and rare qualifications, so necessary to the true school-teacher and yet so difficult to define, and had no difficulty in finding a field broader than the common district school afforded, readily securing positions in the larger villages in his near vicinity. He taught in Clinton village and afterward in the village of Oriskany Falls, where he remained until the year 1865, when he received the appointment of Principal of the Utica Advanced School. He held his position at the head of this popular school for eleven years, when he was unanimously elected superintendent of the public school of the city of Utica, which position he still holds.

Professor McMillan always took a deep interest not only in his own local educational work, but also in all educational questions of State and national character. He was elected town superintendent of the schools of the town of Augusta, in the year 1849, and held the position thereafter continuously until the office was abolished, in 1865. He attended the first Teachers' Institute held in Oneida County. He received a State Certificate in 1855; the honorary degree of A.M. was conferred on him by Hamilton College in 1867; he was elected corresponding member of the Albany Institute in 1873. At the annual meeting of the New York State Teachers' Association, held at Binghamton in 1874, he presented in his inaugural address the several subjects to be discussed in a clear, concise manner, and presided over the deliberations of the convention with remarkable tact and skill, keeping the business of the meeting well in hand, each day completing the work laid out on the programme, thus avoiding the too frequent error of crowding the work of one day over into the next.

In 1870, he read a paper on School Organization at the annual meeting of the State Association of School Commissioners and City Superintendents held at Syracuse. In this paper he proposed a plan for the Township System which received wide attention throughout the State. His proposition was to keep the present district boundaries and to elect one member of the Town Board from each district; the several members thus elected to constitute the Town Board; these securing the object aimed at without any apparent radical change such as always meets with opposition when established systems are disturbed.

In 1867, Professor McMillan presided at the meeting of school commissioners



ANDREW McMILLAN.

and city superintendents held in Albany, and showed such executive ability as a presiding officer as to receive the compliment of re-election for three successive years.

Mr. McMillan not only had positive views on all educational questions of the day, but he always fearlessly expressed them, and in a manner that showed immediately that he believed he was right.

In presenting his views in his inaugural address before the meeting of School Officers, February 20th, 1878, he took occasion to discuss Governor Robinson's views in regard to public schools. We quote from an editorial in the Utica *Morning Herald*, commenting on that address:

"The annual convention of the school commissioners and superintendents of the State, held its inaugural session in this city last evening, and listened to an address from its president, Superintendent McMillan, of Utica, which we take pleasure in reproducing entire for the benefit of such of our readers as are interested in the great and growing question of public schools and public education. Mr. McMillan touches upon all the leading questions which are likely to come before the convention for discussion, and presents his views in a plain and practical manner which all can understand.

"Mr. McMillan does not hesitate to approach the leading topic in the current discussion respecting the schools, and he defends with vigor and strong argument a policy which Governor Robinson has attacked with equal vigor in each of his messages, and others have followed in disapproving. To the statement that the schools are costing an enormous sum of money, Mr. McMillan replies that the State itself expends on an average but sixty-two cents a term upon each of the children educated in the public schools; and this certainly cannot be called an extravagant average. The great bulk of school money is raised by local taxation; and the superintendent argues with great force, that if the several localities are willing to pay this money to support their local schools, it is no concern of the Governor's nor of any one else, save the taxpayers of each particular locality in which the high schools are located."

In his inaugural address at the annual meeting of the same association held at Auburn in 1879, he again combatted the views of the Governor in regard to higher education, showing by actual statistics that instead of nine tenths of the pupils educated at the expense of the State in the High School being "the children of those who were abundantly able to pay for their education," as stated by the Governor, that three fourths of those thus educated were the children of poor parents. While the professor entertained the highest respect for the Governor on general principles, he felt he was mistaken in regard to the public schools of the State; and the erroneous views he promulgated must be corrected, or great damage would accrue to the cause of education.

During the year 1879, the question of Unification was the all-absorbing one among the educators of the State. This question was discussed at the annual meeting of the State Teachers' Association, held in July of that year, and considerable feeling was engendered. This question was placed upon the programme for the meeting of the State Association of School Commissioners and City Superintendents, to be held at Auburn, December 9th, 1879. As Superintendent McMillan had taken no part in the discussion, it was decided by the executive committee that he should be asked to present the subject in a paper to be read at the convention. He at first refused; but upon some of the executive committee visiting him, he finally consented, and at once commenced investigating the subject, not certain which side of the question he would take.

By carefully studying the history of the two systems from their organization and the great work they had accomplished and were still doing, he became fully convinced that to disturb this work and produce a radical change in the management of the schools of the State would be a serious detriment to the cause of education. He put the result of his investigation in as concise, clear and incisive a form as possible; honestly believing it to be the duty of the friends of

the schools to check, if not to stop entirely, this movement that would, in his opinion, so seriously injure the schools of the State. The result is thus stated in an editorial of the Utica *Observer* of February 12th, 1879:

"Professor McMillan spoke with a purpose and accomplished it triumphantly. He combatted with ability the proposition to change the school system of the State through a plan which the friends of the movement have dignified with the title of 'Unification.' On motion of Professor Pooler, the following resolution was almost unanimously adopted: *Resolved*, That Superintendent McMillan's paper on Unification be adopted as the sense of the Association on the subject."

In 1880 he read a paper before the National Association of Superintendents on the subject of a Uniformity of School Statistics. This paper was received with great favor, and action was taken looking to a uniformity of statistics among the several States.

The present year completes the fifteenth year of Superintendent McMillan's direction of the public schools of the city of Utica, the twenty-sixth year of his connection with them as teacher and superintendent, and the forty-first year of his connection with the public schools of Oneida County—truly a long and successful career.

A remarkable fact is that he has spent the entire time of his service in the public school within an area of fifteen miles of his birth-place. He has not only the qualifications of a successful teacher, but also the energy and perseverance to use those qualifications in such a way as to secure the confidence not only of his pupils but also of the public.

During his forty-one years of school service, he has never been obliged to be absent from school a single day on account of sickness. Every day finds him at his school-work, always pleasant and courteous, ever ready to advise and encourage his teachers, and execute and enforce the school regulations of the Board of Education.

In his school-work, he is thorough in class-drill, and is noted for firm yet mild discipline—never requiring of his pupils that which is not for their best interests, and upon a request being made, obedience is always enforced. The professor never advocated the abolishment of the rod from the school-room, yet in all his long connection with the Utica schools, he never in a single instance resorted to its use.

THE TWENTY-NINTH ANNUAL MEETING

was held in the New High School building at Binghamton, July 28th, 29th and 30th, 1874. After a prayer by Rev. Dr. Paddock, an address of welcome was delivered by D. M. Halbert, Mayor of the city, to which President McMillan responded in his annual address.

Dr. Lambert followed with an address on Duality of Mind as Correlated to Duality of Brain.

As a rule, we all have two sets of brains, either or both of which will be developed according to the exercise which is given them. One person in every ten sees with only one eye at a time, and that, too, without his knowledge. Nine out of every ten who can use both eyes do not do so more than one time in ten. This shows the duality of vision. Duality of the brain appears from the fact that the individual is able to control certain functions of the body, as the movements of the head, limbs, etc., and his inability to control other functions, as the blood, nerves, etc. The speaker knew of some who from their birth had been insensible to touch upon one entire side of their bodies. He knew of three individuals, one of whom perspires only upon the left side, while the other two perspire only on the right side. He also knew of persons who are color blind in one half of each eye, and others who were color blind in the other half of each eye. In regard to insane persons speaking incoherently, it is generally the case that such persons in one sentence use enough words to form two distinct

and coherent sentences, by proper arrangement. Not the least particle of blood, in any form whatever, has ever been formed from alcohol. The brains of cattle are of as much value for food as any other part of the animal.

The evening session, which was held in the Presbyterian Church, was taken up with two lectures, the first by George C. Sawyer, A.M., of Utica Free Academy, upon Culture in Common School Education, which pointed out the necessity for competent teachers in the common schools; teachers who are as well qualified to teach to perfection, as far as they go, as the finished scholar, for it is here that the seeds of education are planted and receive their first vigorous growth toward success or failure.

The second was by Dr. Burt G. Wilder, of Cornell University, and was entitled Spiders and Geometry. He gave a brief description of the several kinds of spiders with which we are generally familiar, and illustrated upon the blackboard the different forms of web spun by them. The spider's web is in every case as exactly and geometrically made as the honey comb. He related an instance in which, while in the army, in North Carolina, he discovered a species which spins a web of the most brilliant gold color, and, after experimenting, arranged several of them in a manner by which he drew from them, upon reels prepared for the purpose, large quantities of this beautiful golden silk. He had first captured one in his tent and suspended it in such a manner that by lying upon his back he drew from it, upon a quill, a large quantity of silk, occupying an hour and a half in winding it by turning the quill as fast as he could. This bunch of spider's silk he exhibited to the audience in a small glass jar. He stated that he had never seen a spider's web with imperfect geometric lines. Dr. Wilder used the blackboard freely in illustrating the different kinds of webs constructed.

On the second day the Association divided into sections—A, Common and Graded Schools; B, Higher Education; C, Professional Training of Teachers; D, Supervision. The work of the sections is unavoidably omitted.

Before the united session, Samuel G. Love read a paper on Compulsory Education.

He took the ground that children had an undoubted right to a certain amount of school culture and discipline, and neither the government, nor society, nor the parent can rightfully say nay; and that universal suffrage necessitates universal education. What we need and must have is a unitary system of instruction, under one head and management, of sufficient scope and magnitude to embrace all the departments of learning—a system that will take the child on his first school day and carry him successfully from grade to grade, from class to class, through the allotted days and years of school life. Instead of the separate organizations of schools—the academy, the college, the university—let us have them all incorporated into one system and their benefits extended to every youth in the State, as far as he, by a wise discretion, may be deemed worthy of them.

Improved Methods in Education, by Superintendent N. A. Calkins, of New York City, was next upon the programme. There should be, he said, a more complete development of the mental powers, which may not be attained so much by the acquiring of methods and things new as by a proper direction of the mind to a thorough acquisition of whatever it does take hold of. Good knowledge does not require the pupil to attempt the accomplishment of but one subject at a time. Teachers sometimes forget that *telling* a pupil does not educate him. All improved methods lead pupils to observe for themselves, which is the exercise alone of the faculties by which thorough education is accomplished. Teachers should *know*, and know *how* to teach, the first of which is a high attainment and the second a high art.

A report on the *State Educational Journal* was made by O. R. Burchard, A.M., of Fredonia. During the two years that Mr. Burchard has had charge of the paper, the expenses have been larger than the receipts. He expected that

would be the case when it was started. He relied largely upon the support of the Association for the success of the *Journal*, and he had been somewhat disappointed. Only about one in ten of the members of the Association are subscribers to the *Journal*. A journal, to be one of the best, must have money on hand to purchase articles from the best writers. The editor of the *Journal* has not been able as yet to purchase articles. He did not speak for sympathy, but merely wished to show the Association that he had not become rich out of his connection with the *Journal*. He solicited sharp and vigorous articles from different members of the Association for the *Journal*.

On motion, the following was offered and adopted :

Resolved, That the thanks of the Association are due to Professor O. R. Burchard for valuable, efficient and gratuitous services in conducting the *Educational Journal* during the past year.

The following resolution, presented by Dr. Mears, was adopted :

Resolved, That a committee of seven, including the Chancellor of the Board of Regents and the Superintendent of Public Instruction, be appointed to confer with other educational associations and officers of the State, and to represent the convocation in all efforts that may be made for unifying the educational system of the State of New York.

F. A. Allen read a paper on the New Departure in Education.

The New Departure lays down the following statements and propositions :

" 1. Education is the natural birthright of every child, and the State is under obligation to see to it that equal opportunities, as far as possible, be given to all of every grade, class, color, or condition. This renders it possible in our government for leaders and followers to exchange places without causing even a ripple of disturbance, or the slightest friction.

" 2. Children are to be educated, primarily, because they are to be men and women, bearing upon them the image of God ; and not because they are to be voters, artisans, farmers or professional men. *Men* should be made before they are formed into lawyers or farmers.

" 3. The natural or normal condition of every child is a desire for knowledge. This is a natural instinct, and is doubtless given as a compensation for its utter ignorance when born into the world. In gratifying this desire to know, its weakness becomes strength, and it soon learns and feels that ' knowledge is power.'

" 4. Children should be taught those things in school which they are to use in after life, and they should be taught them *as* they are used. To this end the curriculum of the common school studies must be so enlarged as to meet these demands.

" 5. The studies to be taught are grouped under the following heads : Language, Mathematics, and Physical Science. The following *sub-division* is given for the purpose of outlining the *order* to be observed in teaching : 1. Language —Words (writing and spelling) ; oral composition or conversational lessons ; reading and elocution ; language lessons ; grammar and rhetoric ; literature ; classics. 2. Mathematics—Geometrical forms, arithmetic, mental and written ; algebra ; geometry by demonstrations ; trigonometry and surveying. 3. Physical Science—Physiology, zoology ; botany ; geography and history ; philosophy ; chemistry.

" 6. The child on entering the school the first day, should have a lesson in language, mathematics, and physical science ; and these should be pursued so long as it remains in school, or until a trade, profession or occupation is studied."

Dr. Cruikshank, of Brooklyn, read a paper entitled, The Work Accomplished —The Work to be Done. In speaking of the schools of the State, he said there are 21 colleges, with 300 professors and 2500 students ; 200 academies, with 1100 teachers and 32,000 pupils ; 8 normal schools, with 2500 pupils ; 12,000 free schools, with 19,000 teachers and 1,000,000 pupils. The first educational

publication in the State was the *Academician*, in 1818. The first teachers' association was in Westchester County in 1831.

Professor Comfort, of Syracuse University, made An Educational Comparison of Bavaria and New York, in which it was stated that the educational advantages of Bavaria are considerably greater than those of New York. He compared the difference in the ideas entertained by the two countries, Germany and America, in regard to universities. America expends hundreds of thousands of dollars upon her college and university buildings, while Germany is content with a building containing twenty rooms for the accommodation of 125 professors and 1590 pupils, and expends her money upon salaries for her teachers instead of her school buildings. These teachers are the very best to be found, and even the age of an institution of learning has nothing to do with its reputation. In the German universities the beggar and the prince may be seen sitting side by side and studying the same lessons.

The morning of the last day was given to the sections.

The report of the Committee on Necrology was read by Mrs. O. R. Burchard, and in addition to the report, tributes were paid to Miss Parsons by Dr. Steele, and to Professor Cruttenden by Mr. Johonnot.

The life and success of such a lady as Miss Parsons are full of instruction. Always delicate, always dependent upon her own exertions, her's is a living example of what perseverance and devotion to a good cause may accomplish. No matter what the discouragements, she knew no such word as fail.

She died comparatively young in years, and when, in her own estimation and hope, she had just entered upon a long career of usefulness. Yet measured by what she had accomplished—by the good she had done—she had lived longer than most people who survive to double the number of her years. In her death the cause of primary education has lost one of its most efficient and successful workers, and she leaves a very extended circle of acquaintances who admired her for her ability, energy and intelligence, and loved her for her integrity, virtue and truly Christian character.

One of the first impressions that Mr. Cruttenden made upon a stranger was that he possessed extraordinary intellectual power. He enforced his personality upon all, and no one was more conscious of this power than those who entirely dissented from his views.

He was always positive in his opinions and in his statements, and this very positiveness, which gave him his greatest strength, often provoked antagonism on the part of those who were seriously wounded by his inexorable logic.

A graduate of one of our best colleges and a master of its lore, he was painfully conscious of the empyricism of its methods and the barrenness of its results. From a careful and profound survey of the whole field he became convinced that true progress in education was only possible in the reform of methods and in the full development of our common school system. For this cause he ever struggled, and to this cause he gave his life.

In his last years, though stricken by disease and blindness, his faith was unshaken and his courage never failed. In pain and in darkness, hopeful, patient, cheerful and uncomplaining, he approached that change where the corruptible puts on incorruption and the mortal puts on immortality, and where he heard the welcome, " Well done, good and faithful servant."

The remaining exercises consisted in short addresses, by State Superintendent Gilmour, Professor Wells, of Union College, Dr. Clarke, of Binghamton, President-elect Sanford, General Eaton, of Washington, United States Commissioner of Education, and Hon. Horatio Seymour. A class in gymnastics from Professor Furman's department in the Binghamton High School gave a very creditable exercise.

The following resolution from the joint committee of the New York State University Convocation and the State Teachers' Association, was presented by Dr. Steele and indorsed by the Association :

Resolved, That it is the judgment of this committee that the system of school supervision now existing in this State should be unified.

Professor Farnham, of Binghamton, presented the following, which was adopted :

Resolved, That a committee be appointed to devise a plan for properly representing the educational interests of New York State in the coming Centenary Exposition to be held in Philadelphia, and report at the next meeting of the Association, the committee to consist of the following gentlemen : Superintendent Gilmour, Secretary Woolworth, President McMillan, President-elect Sanford, Superintendent Kiddell and Mr. Farnham.

Professor Cassety, chairman of the committee on election, reported the following officers as elected for the ensuing year : President, Henry R. Sanford ; Vice-Presidents, J. T. Harrington, Mrs. M. F. Metcalf, Charles T. Pooler, and Miss A. N. Lines ; Corresponding Secretary, James Cruikshank ; Recording Secretaries, O. B. Bruce and David Beattie ; Treasurer, Daniel J. Pratt.

The exercises included fine selections of vocal music by a choir in charge of Professor Frisbee, of Binghamton. After a brief closing address by President McMillan, the Association adjourned. During the three days of the Association many of the members visited the Inebriate Asylum, and witnessed Mr. Rockwell's wonderful exhibition of trained horses. On Friday a large party of teachers and others made an excursion to Scranton and visited a coal mine.

HENRY R. SANFORD

was born October 26th, 1837, in Yates County, N. Y., near Penn Yan, at which place he prepared for college ; he also taught five years there as assistant and principal of the Graded School, which position he resigned after two years to enter college. He graduated from the classical course of Genesee College, in 1861, in the same class with Dr. Hoose, of Cortland.

On leaving college he accepted the principalship of Red Creek Academy, in Wayne County.

The next year he was chosen principal of the Clyde High School, and remained there three years.

He resigned his position in Clyde in 1865 to become principal of the East Genesee Conference Seminary at Ovid, Seneca County.

At the end of two years he leased the Dansville Seminary in Livingston County, of which he had entire control, for a term of two years.

In 1869, he was appointed by State Superintendent Abram B. Weaver to the department of natural science in the Fredonia State Normal and Training School. After five years' service he accepted the superintendency of the schools in Middletown, which position he still holds, having been recently re-elected for the ninth year.

Superintendent Sanford has acted in the capacity of institute Instructor for a number of years, serving under State Superintendents Rice, Weaver and Gilmour.

He has been employed the present year, out of term time, conducting institutes in Pennsylvania and New Jersey. He was a candidate for the State superintendency against Mr. Gilmour, and had the highest vote of any unsuccessful candidate. He is author of the " Word Method in Number," published by C. W. Bardeen.

HENRY R. SANFORD.

REVIEW.

The work of the Association for the third decade may be regarded as greater in the direction of creating public sentiment, and of diffusing a knowledge of improved methods among teachers, than by way of influencing legislation.

The most important legislative enactment affecting education in this period, which can be recorded, was doubtless the abolition of the rate-bill system which dates from April 16th, 1867, and which guaranteed an education "without money and without price" to all children of the State that would avail themselves of its provisions.

However, this did not seem to be sufficient. It was held that children should not only be allowed, but when necessary, compelled, to attend school. Accordingly, May 11th, 1874, the Compulsory Education Law was passed, which almost immediately, however, became inoperative.

A third law of some general interest was passed in June, 1877, against changes of text-books for five-year periods.

These measures may be regarded as originating with the Association.

CHAPTER V.

TO THE PRESENT TIME.

A Centennial Era—Thirtieth Meeting at Fredonia, 1875—Field Day at Dunkirk—Noah T. Clarke—Thirty-first Meeting at Watkins, 1876—The Excursion to Philadelphia—Edward Smith—Thirty-second Meeting at Plattsburg, 1877—John W. Mears—Thirty-third Meeting at Albany, 1878—Casper G. Brower—Thirty-fourth Meeting at Penn Yan, 1879—Lake Kenka—James Johonnot—Thirty-fifth Meeting at Canandaigua—The Lake—Jerome Allen—Thirty-sixth Meeting at Saratoga, 1881—The Capture of Ticonderoga — Albert B. Watkins—Thirty-seventh Meeting at Yonkers, 1882—Coney Island—John A. Nichols—The Inter-Academic Union—Comments—Lake George.

THIRTIETH ANNUAL MEETING.

THE year 1875, the hundredth anniversary of the first year of the Revolutionary War, was the beginning of a centennial era not yet fully closed. And possibly the tendency to excursions and other social observances may have been increased thereby. At any rate we find excursions becoming a marked feature of the Association, and by no means the least valuable feature, as the Field Day at Dunkirk, in 1875, the centennial excursion in 1876, and the various excursions of the years following testify. Doubtless, the opportunity to study natural history and scenery did not diminish the attendance at these later meetings.

The annual meeting for 1875 was held at Fredonia, beginning July 26th and closed with an excursion to Dunkirk on the 28th of the same month. A. C. Cushing, Esq., made an Introductory Address, and the Hon. George Barker welcomed the Association. After expressing thanks for the cordial greeting, the President, Henry R. Sanford, delivered his address.

"The great Centennial year has dawned upon us; Concord and Lexington and Bunker Hill have already spoken. The year which our Centennial celebrates was one of doubt and uncertainty. Liberty and independence were then not ours. The thought of the year was, 'Will they do it?' 'Dare they do it?' Our education is in a like critical period. We have had our Lexington and our Concord and our Bunker Hill. At our Tea Party we threw overboard the odious rate bill, and we have proclaimed that it is the duty of the property of the State to educate all its children. We have yet stern battles to fight. Yorktown and Valley Forge are yet before us. Such common school education as we now have to a great extent, and such teachers' qualifications, must give place to better. Our small, penurious districts must be united into strong, possibly town districts, with a liberal central board, and a high school free to all.

"Experiment has abundantly proven that self-government without popular education is a myth; but with our free common schools, we have in a century demonstrated that self-government is a grand success, and when the century shall close may even the animosities of our civil war be lost in brotherly love,

and we commence our second centennial as never did any other nation on earth. Surely God hath not dealt so with any other nation."

At the conclusion of the address, letters of greeting were received from Dr. James Thomson, Dr. Charles Davies, ex-President Williams, and Professor G. B. Hendrickson, who were prevented by illness or other causes from attending.

Superintendent Edward Danforth, of Elmira, presented a verbal report on County Associations and their Agency in the Advancement of General Education.

Miss Elizabeth Richardson, teacher of methods, normal school at Fredonia, presented a paper on the Social Relations of Teacher and Pupil.

Have you ever thought of the difference between the way in which Michael Angelo regarded his block of marble and the way in which that same block was regarded by the stone-cutter in the quarry, or the drayman who carted it to his studio? Methinks there was a tender, reverential care, even in lifting it to its place, that would be exerted by the artist which would be impossible in the workmen, from the lack of the thought within them.

The teacher in dealing with his pupils should differ as much from other people as the great sculptor differed from other men in viewing and dealing with his block of marble. Only the teacher's conception should be as much grander, and his aim as much higher, as the completely developed man or woman is superior to the inanimate, senseless marble.

The President then introduced Professor William Wells, LL.D., of Union University, who delivered an address on The Family.

"Were it not for the *family* and the *school*, Germany might now be where the first Napoleon wished it—'Obliterated from the map of Europe.'

"Some have said it was their battle songs that gave them inspiration in battle, but it is a mistake. Sentiment is good enough, but it does not conquer. It was the power of home. *She who rocks the cradle, and is willing to, rules the world.*

"If the family is such a power, should it not be kept sacred? Wherever it is thus kept we find the best preserved nations.

"England is a country of homes, where every man's house is his castle.

"We do not feel that attachment to our homes that we should. Christian homes should be happy homes, and the way to have them so is to keep within them those who belong there."

Discussions being in order, Mr. Ross, of Seneca, took the floor, and referring to the addresses of President Sanford and Professor Wells, said he was glad that these men had so much backbone to give such addresses. "What is *home?* Is it two persons getting married, then board out? Or is it keeping house and buying bread, cake and pie, and having the ironing, washing and sewing done by some one else? Is it home where a man has to hire his shirt made and then hire it washed? The wife's business is to keep the house, take care of the things, and the man. Are there any homes in New York City? No, sir. Bachelors are plenty, because there is such *style* now-a-days—girls want so much—that a young man cannot afford to be married. Any poor, humble young man would be ruined to marry in New York City.

"The women are to blame for this. If young women would help young men of moderate means before and after marriage, crime would be lessened."

All of which was duly appreciated by the acquaintances and friends of Mr. Ross.

Dr. Noah T. Clarke, Chairman of Committee on Education, presented a report on the Condition of Education.

In conclusion, he referred to some educational questions of great importance:

"1. The co-education of the sexes. The results of the last year have strengthened the idea, not only of the equal ability of women, but of the great propriety of admitting her not only to as full and complete a course of study as man, but to the same course and to the same culture.

"2. The legal prevention of illiteracy, or compulsory attendance. There has evidently been a growing sentiment in favor of compulsory attendance, and the result of the workings of the law in Connecticut has been to commend the law to popular favor.

"3. The effect of what may be called the *demonstrative* phase of our education, as seen in the frequent examinations, exhibitions and commencements of all our schools, with the cramming and exhausting preparation for them, in the inter-collegiate and inter-academic literary contests, in the ball playing and boating mania which has spread over the land like the epizootic, in the college regatta, the hurdle race, the walking and the running match, and the like.

"4. The more vital question of the Bible in the public schools. This question is thrust upon us, with a demand for an immediate solution. Your committee believe that this measure is fraught with prodigious evil to our free institutions and to the government itself; and while we would at all hazards protect the common schools from every species of attack, we fear that this concession to those who clamor for it would open the door for other and still greater demands, which would imperil the entire system."

Professor Allen, Geneseo.—The decision of the Rochester Board of Education, regarding the Bible question, was not made to satisfy any complaint of Roman Catholics. The motion to exclude the Bible from the schools was not made by a Catholic, and this fact should be understood. Let those who would know the origin of this proposition ask Dr. Gilmore, of the Rochester University.

In the absence of Deputy Superintendent of Public Instruction, J. H. Tenney, his paper was read by Dr. D. J. Pratt, Assistant Secretary of the Board of Regents, entitled What Next?

Dr. Mears, of Hamilton College, addressed the Association upon the general sentiment of the papers read.

Commissioner Frank Smith, of Angelica, read a paper upon the Work of a Commissioner Preparatory to an Institute.

"All preparation for the Institute is worth little unless the character, ability and zeal of the instructors chosen fit them to lead teachers successfully along the way which the commissioner has attempted to make straight. Not alone the work of instruction, but the quiet influence of a pure heart and a cultured mind will make better teachers. The Institute instructor is for the time a model, after which each teacher unconsciously models himself; and character in the instructor creates character in the instructed."

Superintendent O. C. Harrington, of Rome, presented a paper upon What Shall be Done with the Compulsory Education Law?

"We stand," said he, "face to face with a necessity which must be met. Our free institutions demand support. As an outgrowth of the necessity comes the compulsory law. Those who have devised the law were earnest men. Shall a man be compelled to eat bread? Yes, if he is starving and refuses it. The present act is a failure because there is not the power to compel its success. The men who should carry it out can do nothing satisfactory with it. Is it right or wrong in principle? Right. Education by force seems more reasonable to the child of a monarchical form of government than to our citizens. Such a law seems hard to execute. 'Mind your own business,' is the cry of an American when he considers himself encroached upon by attempts to reach his children, or to crowd his personality in any manner."

Dr. James Cruikshank, of Brooklyn, presented the report of Special Committee on the Law of Heredity in Education.

"There are not many mute, inglorious Miltons. Hearts pregnant with celestial fire, usually find some means of warming the world into a higher life. Hands that the rod of empire might have swayed, do, as a rule, sway the rod of empire; and the ecstacy to be awaked from the living lyre is heard sometime and somewhere stirring men's hearts. Genius will not down at our bid-

ding. Happy, if recognizing and reading aright its indications, we so direct that *through* education it may have broader scope and more forceful influence.

"But the sphere of education in the individual is limited, and can never be made to transcend the native potentialities any more than he can by taking thought add a cubit to his stature, or lengthen out the span of his life. This would be evident enough *a priori*, and by the analogy of physical life, but experience still more confirms it. Many a man of liberal education and ripe culture reaches a point of attainment at which, though his *knowledge* may be increased by persistent study, yet his power of thought, of abstraction, of reason, of generalization, or of expression, has reached its maximum, and cannot be increased."

He concluded with the following propositions:

"1. That the law of heredity is a *constant* everywhere asserting itself in the physical, mental and moral world.

"2. That the manifold educational, *i.e.*, perfecting and modifying, influences, tend, if wisely applied, to an ideal advancement. That they first perfect the individual within the limit of his hereditary possibilities, and through him and those who come after him, tend to elevate without destroying the ideal type.

"3. That systems of education, both in their statutory provisions and in the course of instruction and methods of administration, should have reference to the manifold uses of life, the elevation of the social state, and the culture of all the healthful activities of the individual according to his capacity.

"4. That teachers should study carefully the characteristics of each pupil, and so far as possible enter into his individual needs.

"5. We believe that there is a science of practical *psychometry*, allied to, and affected by, the laws and principles of heredity, and that the investigation and application of its principles will lead to a more intelligent method of instruction than now in use."

Professor Baker favored the Association with a vocal solo, Blow, Bugle, Blow.

Dr. J. Dorman Steele, of Elmira, delivered an informal address upon What a New York Teacher saw in German Schools.

He prefaced his address by describing the school system of Stuttgart, from a plan given him by an instructor of that city, but his visit was chiefly confined to the schools of Wurtemberg. By this plan, and his account of the nature, object and working of the schools visited, an intelligent view may be obtained of the general school system throughout Germany.

In the Volk's school for both sexes, for the peasant or poorer class, when 14 years old, they have to answer, if the school be Protestant, 73 questions in the catechism, recite 397 Bible verses, and repeat 45 hymns. If Catholic, it is about the same amount, but the matter is furnished by the priests. The local option system is practised. If the majority in the district are Catholic, the school (for all) is Catholic. If the majority are Protestant, the school is Protestant. At 14 they are compelled to attend the Sabbath-schools.

In referring to the character of examinations of students, he read several of their rules adopted to the effect that vanity should be discouraged, that instruction should not degenerate into a mere preparation for examination, etc., all good rules, intellectually considered. But notwithstanding the time given to the fourth R—religion—the use of profanity seems to be as natural with them as the eating of their dinners.

Chancellor E. O. Haven, D.D., LL.D., of Syracuse University, delivered an address upon Civilization in America.

"All nations abound in savages; the United States is no exception to this rule. What wonder that Rousseau preferred the ideal state when much the larger portion of mankind in his day were landless, dirty and vicious? We are more exempt from barbarism than any other nation. Nearly all of our suffering is caused by strong drink. There are three grand promoters of civilization

among us, the Christian religion, our political institutions, and our public schools. Perhaps the Christian press should be added. We need an aristocracy of merit in America. Let us combine our efforts to produce a perfect civilization, or as near perfect as can be attained. He spoke of those men who in this land, even without the help of schools, beyond the very lowest in grade, have attained eminence, citing Abraham Lincoln as an example.

Professor J. T. Edwards, of Randolph, read a paper upon the Centennial in the Schools.

This anniversary has occurred opportunely, for this reason : There are certain influences at work at the present time which place upon the teachers of America peculiar obligations to instruct our scholars in the principles and history of the American Republic. He is an ill-read and not an observing teacher who does not see ominous signs in our social and political life, and, forecasting the future, cannot see a possible contest which may bring into action the wildest passions of the human heart, and threaten the very foundations of liberty, unless silently but effectively the teachers of our land shall draw the lightning from the clouds and rob the gathering storm of its fury.

Mrs. L. H. Cruttenden, of New York, presented a paper upon Industrial Drawing, which was discussed by Mrs. Mary D. Hicks, of Syracuse.

Professor Thurber, of Syracuse, read a report prepared by Professor John E. Bradley, of Albany, upon Improved Methods in Education, in which a system of marking, each pupil keeping his own record, was commended.

Dr. Daniel J. Pratt, Assistant Secretary of the Board of Regents, presented a paper upon Test Examinations—their Matter, Scope and Aim.

"Test examinations are in a high degree disciplinary as a preparation for the real business and rough conflicts of life. As a soldier must see actual service and become accustomed to the discharge of duty in face of an enemy, thus gaining the steadiness and valor of a veteran, so a student must undergo rigid examinations before he can either know his own resources or be rightly estimated as a scholar."

The President introduced Dr. J. T. Williams.

The doctor responded humorously and happily. Fredonia was the loveliest spot on the earth, and Dunkirk the most important. They were all glad at Dunkirk that the State Teachers' Association was held at Fredonia, and now they wanted and expected that the Association as a body would attend their Field Day Meeting at Dunkirk. The Park Commissioners had invited them, and the Board of Education had undertaken to provide the "bread and butter." A soliciting committee had been around, and last evening the chairman, a lady, reported the figures : 1000 loaves of bread (laughter), 50 boiled hams (cheers), 200 families two cakes or over each, pies innumerable, and fifty jars of pickles (tremendous applause).

Professor Isaac Lewis Peet, Principal of the New York Institution for the Deaf and Dumb, addressed the Association upon the Nature, Scope and Objects of the Institution.

In their intellectual instruction, the chief object is to give them an accurate knowledge of the English language—its uses and meanings as found in printed and written forms.

To do this a series of very simple lessons upon *objects* and *actions* is given through the following twelve basic words : *hat*, *box*, *cup*, *key*, *jug*, *mat*, *saw*, *ads*, *door*, *quill*, —— and *knife*. These comprise their alphabet, though their verbs are taught directly from their corresponding actions—as *touch*. By all these the pupils are trained to attach words directly to *objects* and *actions*, and then to use words as fast as required.

The Hon. Neil Gilmour, State Superintendent of Public Instruction, spoke o the approaching Centennial and the scenes which it will commemorate.

Dr. J. George Hodgkins, LL.D., Deputy Superintendent of the Province of Ontario, described the Canada school system.

The following resolution was among the number adopted by the Association:

Resolved, That the educational interests of the State demand that a higher and more uniform standard of qualifications be required for licenses to teach in our public schools; and we would heartily indorse, and we *invite*, such action on the part of the Superintendent of Public Instruction as to him may seem proper, whether by securing additional legislation or otherwise, for the attainment of this desired end.

In Section A, Common and Graded Schools. Professor Stowits delivered an introductory address; Professor John G. Allen, of Rochester, presented a paper on Promotions in Graded Schools; Miss Ida A. Giles, of Jamestown, presented a paper on Language in our Common and Graded Schools; C. E. Bishop, editor of the Buffalo *Express*, presented A Political Journalist's View of it; Professor John G. Williams, of Sandy Creek, presented a paper on the Ability and Responsibility of Teachers; Professor J. W. Barker, of Buffalo, presented a brief report on Primary Grammar.

Section B, Higher Education. Professor Charles A. Babcock, of Fredonia Normal School, presented a paper on the Prize System in Schools and Colleges; Professor Samuel H. Albro, of Jamestown, read a paper upon the Religious Element in Education.

"The discussion of important topics are often of great value for the light they throw upon cognate questions which come up incidentally. The subject of religious instruction naturally claims attention while considering the questions raised by the Roman Catholics—whether the education of the people shall continue to be dispensed by the State, or pass into the hands of the churches. More definite instruction regarding the extent and limits of his obligation in this matter would be of great service to the teacher. The enemies of free schools charge them with inculcating Atheism. The charge is, in the main, false, but contains a grain of truth. It is profitable to take hints from whatever source they come—'*Fas est ab hoste doceri.*'"

Professor Robinson, St. Petersburg, Pa., thought the point was not sectarian, but religious training. He found it impossible to teach the various branches of natural science without imparting what had been called religious teaching. We ought to teach religion, but not dogma In fact such training cannot be neglected without injury to the faculties of the pupil. Yet when such became a main item of instruction, sectarianism is apt to result.

Professor Duschak expressed himself gratified that such broad views were taken by the speakers preceding him. You can separate a person from his or her principles. All teachers, as such, should aim to be men, not Christians, Jews or Mohammedans. Catholics object to the atmosphere of our Protestant schools. He thought it quite as bad (referring to a statement made in another place) to hold religious exercises before school hours as during the same. The tendency was to create distinctions and divisions. He would exclude religious teaching (meaning dogma) from school.

Professor Barr thought the religion of modern days "too thin."

Mr. King said there are two great text-books—nature and the Bible—that teach of God. Men cannot exclude the teaching of the former; they next try to ignore the Bible, and finally God himself. Referring personally to Mr. Duschak, he said, "You propose to leave God entirely out of the account."

Mr. King was here called to order by the Chair for said personal attack.

Dr. Hodgins, of the Province of Ontario, said the question of religious instruction in the schools was no longer a question in the Province. By law such instruction must be given. By virtue of a treaty the Catholics were granted privileges which they were not slow to improve. They demanded the privilege of giving such instruction, and the same was granted. They had, of necessity, separate schools. A similar system holds in Ireland and elsewhere. He expressed himself surprised at the late decision of our State Superintendent.

Mr. Harrington read a paper prepared by Professor A. G. Benedict, Rome, entitled, Written and Oral Examinations.

"Examinations should have a place in every symmetrical system of education; oral, with the special object of testing the availability of knowledge; written, with special reference to testing the thorough acquaintance with the whole subject.

"In the case of a class in any grade of varied talent and application, a most brilliant oral examination may be passed. We will suppose that the one whose industry is not proverbial is called to open the exercise with definitions. The questions are specific. This part moves off smoothly, while the individual draws with great assurance on his small stock of information. He is stopped by his teacher in the very beginning of the first topic.

"And so the examination goes on. The well prepared are allowed to take the subject to a point at which it may be safely intrusted to weaker vessels. The feeble members are not allowed to tell all they know, for it is unsafe. A single instance will illustrate. In an English university a young lord was unable to pass his examination for a degree. After the unsuccessful attempts of some five years, as he possessed immense wealth, which the university might reasonably expect to share at some future time, it was decided by the authorities that if he would answer correctly one question in one study the degree would be given. The time arrived; the subject, Jewish history; the question, 'Who was the first king of the Jews?' 'Saul,' was the prompt answer. 'Correct,' cried the delighted examiners, 'You may go.' As the successful candidate neared the door, wishing to supplement his answer, and to show the greatest depth of his knowledge, he again broke forth, 'Saul, who was also called Paul.'

"Like the showy window of a fancy store, by artistic grouping, an ordinary class may be made to pass a brilliant examination. The position of each gives the talent of the other all the advantage and support of comparison and contrast."

Section C, Normal Schools, Academies and Institutes. Professor F. B. Palmer, of the Brockport Normal School, presented a paper on the Physical and Metaphysical in Education.

"The physical sciences are not enough. They cannot guide us when we are out at sea, nor help us far from shore. Some persons, of course, will say, 'Enough or not, they give us all the real knowledge we can have.' Others will say that the sciences are sufficient of themselves as a basis for a moral and intellectual philosophy, and so for a complete educational curriculum. But this would not be studying physics, but metaphysics, and there are clear and conclusive reasons for not uniting the two branches in such a way. To make either dependent on the other is to injure both. The advocates of the sciences complain, very justly, that the attempt to mould physical truths into the forms of metaphysical thought has been the greatest hindrance to the progress of the sciences. On the other hand, morals, at least, must have something more permanent to rest upon than any physical theories have ever been. The better way is to let each work according to its own nature, and on its own basis, correcting each, and seeking harmony only when the one or the other can present conclusions the most perfectly satisfactory."

Dr. Noah T. Clarke, of the Canandaigua Academy, gave an off-hand talk on Normal Classes in Academies and Normal Schools.

Professor James Johonnot read a paper on How to Live.

Professor Johonnot stated that his paper was not expressly for this occasion. He said that the general problem for the right ruling of conduct under all times and circumstances, is how to live completely. This is the great thing which education should teach, the function which it should perform. Some confusion has existed as to the system best calculated to reach this end. Language, mathematics, natural science, have at different times been considered the more excellent way. Knowledge is the aliment upon which the mind subsists.

Section D, City and County Supervision. Commissioner L. M. Robertson, of Chautauqua County, presented a paper upon Whom Shall we License? A report of the Committee on School Laws, by Commissioner E. M. Lincoln, of Glen Cove, followed; next a report of Commissioner George Abbott, of Hamburg, on School Districts and District Officers; Superintendent William Harkins, of Dunkirk, presented a paper on What to Teach?

The Field Day on the Park.[1]

For the first time in the Association's history nearly all of the teachers attending remained over on the "field day." Last year, with the attractions of the Delaware & Lehigh coal mines before them, about one third participated in the excursion, and in previous years about one fourth. This year it was fully seven eighths.

This boat excursion, previously unannounced and an entire surprise to the visiting strangers, was naturally all the more enjoyable. The morning was unusually lovely, and could not have been more appropriate for a Lake Erie excursion, however brief or lengthy.

The rapturous exclamations of wonder and surprise at the loveliness of the scene that met their vision as they rounded the Point and looked back upon the view presented of Dunkirk, the adjacent country and the verdure-clad hills in the background, and again at the completeness of the Park arrangements, as they landed at the foot of the bluffs directly opposite the picnic tables and permanent dancing platform, amply remunerated those who had so laboriously and successfully served upon the various local committees and were in waiting to serve the bounteous collation provided.

Dinner had been previously announced too often to be a surprise, but the encomiums of the guests were not all expended on "beans" and "pickles"; the beautiful floral designs in the shape of a floral bell hung in an open arch of flowers, an unique design of a school-house with belfry on top, and various floral pyramids, claimed any amount of attention. After dinner Dr. James Hall, our State Geologist, said:

"We stand upon the shore of a broad inland sea. To the westward lies a plateau, southward are highlands rising above the plateau. All the lower great lakes are similarly situated. The same causes which produced this valley gave those of Lake Huron and its kindred sheets of water. All were excavated from formations not unlike those about us, their basins from rocks of softer strata, the hard rock forming the barrier of their shores. Their physical features are due to that grand action which has worn out their basins by the operation of ice and water upon their surfaces. We are upon that alternation of hard and soft shales known as the Portage group, of which I have specimens here. (The doctor called attention to and described various shales which he had brought from the shore of the lake, close by.)

"The slates are deposits of mud which lay upon the bed of an ancient ocean. Another interesting feature regarding them is that they are charged with bitumen, the odor of which is perceptible on breaking them, and is like that of illuminating gas. This shows that during the deposition of these rocks large amounts of matter, animal or vegetable, existed, from which, either by the action of pyrites or other causes, oil is distilled and gas generated. The same gas may be obtained from a dry retort, or by placing the slates in a dry tea-kettle and sealing the cover. Gas will then issue from the spout. In this old ocean were great quantities of sea-weed and other carbonaceous matter, since decomposed by the slow heat caused by the presence of iron pyrites or the internal heat. The pyrites may be seen in specimens and ore among the local phe-

[1] Fredonia *Union and Advertiser.*

nomena, worthy our attention. Before coming to the structure here, let us note a few general features of the geology of the State. By examining the charts it will be seen that the earliest land east of the Mississippi lies in northern New York and the portion of Canada adjacent thereto. This constituted originally a small continent. The breaking up of its rocks gave successive formations, as noted upon the charts. We know nothing of the primary rocks. The strata all dip to the south or south-west from the primary. These charts are the results of thirty years of study. Previous to this nothing was known of the geology of the State. In studying the science begin in your own neighborhood."

Professor W. H. Lennon, of Brockport, took up for a few moments the subject of botany.

The officers chosen for the ensuing year were: President, Noah T. Clarke; Vice-Presidents, Elizabeth Richardson, J. M. Cassety, R. L. Selden, J. W. Mears; Corresponding Secretary, James Cruikshank; Recording Secretaries, O. B. Bruce, Charles J. Chatfield; Treasurer, Daniel J. Pratt.

NOAH TURNER CLARKE.

Noah T. Clarke, the thirtieth President of the Association, was born in Naples, Ontario County, N. Y., April 8th, 1817, being the second son of Lawrence Clarke and Laura Turner. His father was a well-to-do farmer, who in 1790, when eight years old, emigrated from Berkshire County, Mass., with his father, Colonel William Clarke, to settle in the then "great Genesee County." His mother was evidently a natural born teacher, as appears from the fact that marrying at the age of 19, she not only assumed the entire administration of a large household, but at the same time taught the summer school; and also those of her nine children reared to manhood and womanhood all took naturally to teaching, which most of them followed for several years with good success. As might, therefore, be expected, Mr. Clarke had the best opportunities afforded by common schools, and the better advantages of private and select schools, of which his father was a liberal supporter. The common schools in those days taught little more than the three "R's," but they taught them remarkably well, so that in the fall of 1834 his father, in order to see how well the boys had improved their opportunities, almost unbeknown to them, found places for them to teach school during the ensuing winter. So he found himself engaged, for three months at ten dollars a month, to teach in one of the hill districts about Naples. This was the day of small things, and but ten dollars a month seemed a magnificent price to one who had never yet held in his hand at one time a dollar he could call his own. His employment was for three months, which at the request of the teachers was extended half a month, a testimony as gratifying as it was lucrative.

The next winter he attended the old Franklin Academy of Prattsburg, where for eight months he came under the instruction of John Humphrey, son of President Herman Humphrey, of Andover College, whose influence had much to do in shaping his future course.

In the winter of 1836–37, he taught the school in his own district. In this school, numbering about eighty pupils, he was reasonably successful in two respects—in the conduct of the school, and in the discovery that he needed a much stronger educational power to teach a school satisfactorily to himself if not to patrons. Accordingly, in the spring of 1837, he entered Canandaigua Academy, then under the charge of the late Henry Howe, and united at once with the "teachers' class," in which he received much profit. The following winter he taught at good wages a school in East Bloomfield, returned to the Academy in the spring, and taught the same school again in the winter. After the next summer at the academy, he opened in the fall of 1839 a select school at Naples, which he carried on till the spring of 1841, when he returned to Canan-

NOAH T. CLARKE.

daigua, and entered the law office of the late Walter Hubbell, Esq., and became an assistant of Mr. Howe in the academy in the instruction of the "study boys," for a small compensation, including board. He remained thus employed till the fall of 1842, when, by the resignation of the teacher of the elementary department, he was appointed by the trustees to the place thus made vacant. This employment was only for the winter, and was considered a favorable opportunity, as his exchequer was within visible balance. The winter soon ended, but not the engagement, as the years rolled around and found him still in the same old "No 1," till the spring of 1845, when, to fill a vacancy, he was advanced to the charge of the department of the Higher Mathematics and Natural Sciences, in which position he remained until the spring of 1853. In 1849, when the academy was under the charge of Mr. Marcius Willson, Mr. Clarke obtained leave of absence for three months, which he spent in special chemical study at the laboratory of Harvard College, under the instruction of Professor E. N. Horsford. In 1853, upon the resignation of Mr. Willson, he was elected principal of the academy, which position he has held for twenty-nine years without scarcely the interruption of a month for any and all causes put together. His resignation of this position dates July 5th, 1882.

His whole life as a teacher, therefore, extends from 1834 to 1882, a period of 48 years, and his continuous work in Canandaigua Academy extends from 1841 to 1882, or more than 41 years. In 18—, he received the degree of A.M. from the corporation of Hamilton College, and in 1869 the degree of Ph.D. from the Regents of the University of the State of New York. To the excellency of his teaching and the potency of his genial companionship, as well as the benignant influence of his life and example, thousands of young men, including the editor of these records, will bear witness.

THE THIRTY-FIRST ANNUAL MEETING

of the Association was held at Watkins, July 25th, 26th and 27th, 1876. Hon. L. M. Gano said:

"To me has been assigned the pleasant duty of bidding your honorable body welcome to our village." His concluding remarks were:

"It is, we trust, with pardonable pride that we refer to our wonderful glens and beautiful lake, whose scenic charms have already been immortalized in song and story. Percival, Willis and Street have found inscription for the poet's muse in the delightful scenery of our lake and glen. Grace Greenwood and Harriet Beecher Stowe have borne enthusiastic testimony to the attractions of this valley; and the lamented Agassiz, whose life was a marvel of scientific industry, found time to make a special pilgrimage to this region, that he might read in yonder gorge the rocky tablets upon which nature has inscribed the history of a thousand centuries. Without being charged with vanity, therefore, we may express the hope that you will find the natural attractions of our village not unworthy your attention. As a relaxation from your labors in convention, we shall take pleasure in conducting you to the cool grottoes of the glen, and shall invite you to sail with us upon the crystal waters of the lake. To these natural attractions, and to the hearts and hospitalities of our citizens, I bid you a most cordial and hearty welcome."

In the course of President Clarke's response he made the following allusion:

"The great exposition now in progress at Fairmount Park is one of the most stupendous facts in the history of the world. Such a display even half a century ago would have been an impossibility, and now it is possible only as a result largely growing out of the power and skill of the American mind. I do not mean to say that we excel all others in that exhibition, for there are other nations not a whit behind our own in nearly all that relates to the practical or the useful arts, and in the realm of the beautiful greatly our superiors. Yet it is

doubtless due in a large measure to the impulses given to the other nations by the enterprise, energy and progress of our American people, that such strides in the practical and useful arts have been made; and we stand out to-day, therefore, as the great educator among the nations, and that, too, in spite of all the embarrassments growing out of the higher cost of material and labor. While the citizen of every nation represented at Philadelphia has just cause for a true national pride in view of the display made by his people, the American citizen is especially thankful that he is one of that people which has led the civilization of the last century and which has taught the other nations the secrets of material prosperity. I say this without boasting, and especially without any disparagement of the other nations, but the prophetic words of Berkeley have been verified. 'Westward the star of empire has taken its way,' and of that empire we are citizens, in full possession of all the rights and privileges it vouchsafes, with all the mighty responsibilities it brings; and it becomes us to examine seriously to-day our true relation to it and to the future claims it has upon us in the particular work to which we are called."

In the absence of Principal Samuel Thurber, of the Syracuse High School, chairman, the report of the Committee on the Condition of Education, prepared by him, was admirably read by Principal A. C. Winters, of Havana.

The report regarded our education as related to the public civil service as pitiful.

The *sectarian question* of secondary importance. The vexed question of the *Bible in the school* is probably to be regarded as no more than superficial disturbance of the educational progress of the day. The undoubted tendency is toward the exclusion of the Bible from the schools.

As in all our national concerns, so prominently in our school system, the American dread of centralized power has led to an extreme dissipation of energies. In our divisions of territory and population for government purposes, the last and least subdivision is the school district. To this almost infinitesimal fraction of population is assigned the ultimate responsibility for the schools.

In no country is the work of supervision intrusted to men so little educated, so little endowed with executive capacity, as in ours. No country pays so meanly its officers of instruction and inspection. No country rewards genuine executive ability better when this ability is directed to the management of a railroad or a manufacturing enterprise. Legislators will probably never be found unwilling to amuse the petitioners for temperance laws, anti-bribery laws and compulsory education laws, by readily enacting whatever correct doctrine these may be pleased to formulate. But laws doubling or trebling the salaries of county commissioners and enforcing as a condition of eligibility to a county commissionership the passing of a rigid examination in science, ancient and modern literature, and civic law—such laws, on which, or *on the like of which*, the bare respectability of our future education depends, no one need at present indulge the hope of seeing passed by any probable State Legislature.

When the report was thrown open for discussion, Principal B. Lewis, of Mount Morris, said it might be inferred from the report that the only danger of denominational interference with school management was from the Catholics. He thought this was unjust. There were boards of education in this State as fully controlled by Methodist, or Presbyterian or Baptist influence, as ever any board was by Catholic influence. He would say to all denominations: "Keep your hands off of our public schools." Mr. Lewis's terse and pointed remarks found favor with the audience, which applauded heartily.

After an extended address by Prof. H. K. Clapp, of Geneva,[1] upon Elocution, illustrated by readings, Hon. Charles E. Fitch, editor of the Rochester *Democrat and Chronicle*, delivered an address upon Church and State. It was a strong argument against higher education at the expense of the State, and concluded as follows:

[1] A sketch of this gentleman will be found in the Appendix.

"I know that all of you will not agree with what I have said. Indeed, it is but recently that I have myself assented to all I have this evening uttered. I have attained my views on this vital subject slowly and somewhat painfully. I have had, like some of my educational friends, whom I both admire and esteem, a vision of a magnificent national university, upon which the money of the people was to descend in plenteous showers. In my vision, I have beheld the grandest architecture enshrining the most refined scholarship. It is not pleasant to dismiss the vision as the baseless fabric of a dream which the waking hour must dispel; but I know it is unworthy of American thought. The logic of republicanism compels me to say this. I began my study of this subject with a sentiment. I am thankful that I have reached positive convictions. Cherishing the school system, as a republican, I mean to do all in my power to maintain it in its integrity—the separate integrity of its component parts. I protest against the claims of sectarianism to unite religious training with elementary instruction, and to that end to lay robber hands upon the purse of the people. I protest also against the claims of secularism—falsely so-called—to convert the State into a patron of higher education, and to that end to filch the funds rightfully belonging to other objects. Both ask that which is inconsistent with the genius of democracy; and, if we cannot be faithful to this, as the century unfolds before us, to what can we be faithful? Come, let us now subscribe to a new declaration of independence. Let us proclaim the manhood of the individual. Let freedom from the State be the crowning glory of the freedom of the State. Thus may we round out the affirmations of the fathers, and be true to the republic by being true to ourselves." Considerable discussion followed.

A paper was read by Mr. J. W. Barker, of Buffalo, upon the Life and Services of the late Victor M. Rice.

Mrs. A. M. Kelsey, of Aurora, gave a very interesting Talk upon Deaf Mute Articulation, the substance of which afterward appeared in the *Illustrated Christian Weekly*, of December 9th, 1876.

John J. Anderson, Ph.D., chairman, then read the report of the committee on the Importance of History in our Common Schools, after which Mrs. Mary D. Hicks, teacher of drawing in the public schools of Syracuse, read the report of the Committee on the Educational Value of Drawing.

"Differences of color are the first differences noticed, differences of form being recognized later. Herbert Spencer would have colors and a brush given to a child among its first playthings, with outlines to be filled in with different colors, thus affording the child pleasure while its hand is trained to use the brush. After perception of color, that of form would come. Attempts to imitate form judiciously directed are the best means of its cultivation. This principle is thoroughly appreciated by the advocates of the Kindergarten system and is never lost sight of by them. Their sticks, their blocks, their paper for pricking, their embroidery, their weaving, their drawing, their modelling furnish constant opportunity for the development of form."

Professor Charles C. Shackford, of Cornell University, presented a paper upon Common Sense as a Regulating Principle in Education and Life.

Following Professor Shackford, a very interesting paper was read by D. J. Pratt, Ph.D., of Albany, being a brief account of the New York City Teachers' Association of eighty years ago. This account consisted of extracts read from an old manuscript volume containing the minutes, reports, etc., of the formation and subsequent meeting of the Teachers of New York City, eighty years ago.

An interesting paper on Science in the Public Schools, was presented by Miss Moore, of Cornell University, the following abstract of which is taken from the *Weekly Ithacan*:

"Science is so humble as to be willing to walk with the most ignorant, and though misunderstood and neglected, accompanies them in their daily avocations, waiting to reveal to them nature's truths, to explain to them her immutable laws, to aid them in subjugating and controlling the elements, and to draw them

into a closer sympathy with all created things. The introduction of the natural and physical sciences into our public schools would have a most refining and elevating influence on the masses ; and in these days of machinery, the utilization of forces and scientific farming, some knowledge of scientific laws is almost indispensable. While the practical side of life must be regarded, there are higher and nobler views of education than mere money getting and money saving. The first care, the one aim of all culture is to prepare the individual for life. When that is accomplished all is accomplished. First the *man* then the citizen ; the former includes the latter. It is with this view that we should strenuously urge the introduction of scientific studies into our schools. Through conditions and in course of time as the child's mental powers unfold and his knowledge increases he learns to classify and generalize. In this way all the mental habits necessary for successful social and business relations are developed and strengthened. One beautiful idea connected with the study of science is that prejudice must be laid aside and the mind kept open for the truth, whatever that may be.

" Such a habit of mind would do much to soften the bitterness of sectarianism and bigotry in later years. The pursuit of science requires the pupil to decide for himself. He is not obliged to submit to claims or assertions of whose justice he is not fully convinced."

At the close of the reading of this paper, letters were read from Dr. James Hall, of Albany, and others, expressive of regret that they could not be present.

Professor John W. Mears, of Hamilton College, was then introduced and delivered an address, subject, Teaching as a Fine Art. As a specimen of the style of teaching at one time prevalent in Europe, he quoted the following from Jean Paul :

" ' Among all schoolmasters I say it is a rare and difficult thing to find a John Jacob Häuberle. Which of us can boast, like him, of having administered during his schoolmastership of fifty-one years and seven months 911,527 strokes of the cane and 124 000 of the rod ; also 20,989 blows with the ruler ; not only 10,135 boxes on the ear, but also 7905 tugs at the same member ; and a sum total of 1,115,800 blows with the knuckles on the head? And did he not threaten the rod to 1707 children who did not receive it, and make 777 kneel upon round peas, and 631 upon a sharp-edged piece of wood, to which are to be added a corps of 5001 riders on the wooden horse. For if any one had done this, why did he not keep an account of his blows like Häuberle, from whom alone we have to learn this interesting intelligence, as from a flogging diary or martyrologium, or imperial School Flogging Journal? But I fear most teachers only deserve the contemptuous surname of Cæsarius, who was called the mild because he suffered no one to receive more than six and thirty lashes.'

" In these hands," said the doctor, " teaching was an artifice rather than an art."

Principal Hoose, of Cortland, read a paper upon Oral Instruction, Instruction by Lecture and Instruction by Text-Books.

His concluding inferences were :

" 1. Oral instruction, lecture, text-book instruction, each uses apparatus.

" 2. All agree in aiming at inciting thought in the mind of the learner.

" 3. All may be too complex for the learner.

" 4. The instructor adapts subject matter to the mind of the learner, in all cases, if he be wise.

" 5. All agree in the danger of non-adaptability by the instructor.

" 6. Instruction by text-book may be a failure because the instructor allows the learner to expend his efforts upon the apparatus, the language merely, without carrying him beyond the text to that which is amplified and suggested by the text—by not inciting enough thought consequent upon the text."

Mr. E. V. De Graff, of Albany, submitted a paper on School Supervision.

" The great evil of the present system is the method of selecting the school

commissioner. Each county has at least one, and some three or four. These commissioners have from fifty to two hundred schools under their supervision, which they are expected to visit and inspect as often as possible. In many instances it is merely a visit—without any inspection or examination of classes, and they are also required to examine all persons who propose to teach, and to license such as they find to be competent. No person can teach in a public school, without holding an official certificate—although many do."

Professor Jerome Allen, of Geneseo, submitted the report from the Committee on Improved Methods in Education. He considered *buildings*, *teachers* and *supervision*.

"It is possible to state with truth in this centennial year that we are improving the places where our children are taught. We have the best school-houses in the world, and still we have some of the worst. Our cities and villages show the best made, furnished and ventilated school-houses in the world. This is saying a good deal, but it is the truth. The limits of this report forbid any extended remarks under this head.

"The person teaching: improved methods in education imply that our teachers improve. Do you think we are better than our fathers? Times demand the teaching of new subjects, a larger curriculum of studies, but are we gradually improving in quality? I think we are, but very slowly.

"In reference to *supervision*. Improved methods demand careful and constant supervision. The superintendent must not only have brains, knowledge and a heart, but he must have power and performance. It is a serious question whether our system of County Commissioners does much good. The pay is too small, the time of holding office too short, and the results often too infinitesimal. In our larger cities we have good superintendence, but even here we are hindered by political influence, in many cases turning out a good officer only because he was politically wrong. We shall sometime adopt a system of State superintendence far better than the one now in existence."

Among the resolutions adopted by the Association were the following:

Resolved, That we most cordially indorse the principle underlying what is called "The Compulsory Education Act," and would urge upon the Legislature of our State to so modify the law, as to render its execution entirely practicable and operative.

Resolved, That the New York State Teachers' Association does most earnestly urge upon the school department of this State the adoption of some uniform competitive system for the examination of teachers for our public schools.

Resolved, That while we would not recommend the engrafting of complete Kindergarten instruction upon our present school system, we do most earnestly urge the use of many of the means in the system for instructing young children, and for developing mental activity and thoroughness in regard to thoughtfulness.

Resolved, That the cultivation of art is a duty which belongs to the State as a means for increasing its power and its wealth, and to this end we urge upon the authorities that as soon as possible measures be taken to organize industrial art classes; and also evening schools for training teachers and for educating mechanics and artisans, that we may produce skilled laborers at home and avoid the necessity for importing all the products of such labor.

Resolved, That we are deeply sensible of the inefficiency of our present methods of supervision of common schools, and that we shall welcome any system or modifications which will increase the thoroughness of inspection, the qualifications and pay of teachers, or the interest of patrons.

Resolved, That we recognize the desirability of simplifying the orthography of the English language, and believing that this work should be performed by the best philologists, we cordially approve of their present efforts in that direction.

Resolved, That we earnestly hope that Congress will not curtail the extending usefulness of the Bureau of Education at Washington, by withholding ample and generous financial support therefrom.

Resolved, That this Association do most emphatically recommend to all American educators a visit to the Centennial Exhibition now at Philadelphia, for its exposition of educational ideas and methods as there revealed and shown.

Proceedings of Sections.

In Section A, Common and Graded Schools, Principal A. C. Chapin, of Warsaw, read a paper, subject, The Business Element in Education.

Next paper, subject, The Educational Necessity of the Hour, was read by Mr. George H. Stowits, of Buffalo, N. Y.

Principal H. C. Kirk, of Phelps, read a paper, subject, What is Education, and what shall we do about it?

The next paper, subject, Grading and Supervision of Schools, was read by Principal D. S. Blakeslee, of Elmira.

In Section C, Normal Schools—Academies and Institutes, Principal Sheldon, of Oswego, introduced Miss Brown, who gave an object lesson on the duck, first leading pupils to give a description of the bird; second developing characteristics and habits; third its adaptation to swimming. The lesson was given with much force and in a very pleasant manner, to a class which Miss Brown had never before seen. It was received by the children with intense interest.

President Thomas Hunter, of the New York Normal College, followed with a paper on the extent of scholarship requisite as a foundation for normal training. In concluding he said:

"As alchemy was the precursor of chemistry, and astrology of astronomy, so the empirical teaching of the present is only the forerunner of the scientific teaching of the future. Descartes gave a marvellous impetus to the correct study of the operations of the human mind when he endeavored to construct a system of mental philosophy based upon certain axiomatic truths. 'I think, therefore I exist,' 'Out of nothing nothing can come,' were just as universally admitted as the axioms of geometry. Though the great Frenchman made many mistakes, inseparable from the period in which he lived, he began his work in the right way, and hewed out a pathway for Locke and his successors. Prior to the discovery of the blood by Harvey, medical knowledge was empirical of necessity; since then it has been reduced to a science. The question before us is, How is teaching to be reduced to a science? The problem is difficult of solution. It is so hard to comprehend the operation of mind working on mind. The profession of teaching is behind the other professions, because the Sewards and the Everetts abandon it, and seek wealth and glory in law and statesmanship. Able men as a rule do not remain teachers, and hence the tendency to lower the teacher's calling. When some great man appears who will produce a standard authority on the science of teaching, the world will hail him as a benefactor of the human race, second to none since the inventor of painting. The incomplete and empirical books on teaching will disappear, and instead thereof we shall have a work based on pure science. In thinking about this problem, and fully realizing my utter inability to grapple with it, I fancied in a vague way that the man who will write such a book as that which I have above indicated must commence, as Descartes did, with universal truths. For example:

"1. The natural law of a child's being is activity—physical activity, mental activity, moral activity.

"2. Inactivity is disease.

"3. The constructive and destructive powers of the mind are co-relative.

"4. The true order of education is, first the will, second the moral sense, third the intellect.

"5. The underlying motive of all human action is the pursuit of happiness, the avoidance of pain.

"6. There is an hereditary tendency to certain virtues and vices.

"7. There is an hereditary tendency to certain capacities and aptitudes.

"8. Human beings may be classified according to temperament.

"9. Ideas of right and wrong, of good and evil arise solely from experience and education."

Professor Jerome Allen read a paper with reference to the educational exhibits of the different nations at the great Exposition. Professor Johonnot followed with remarks in reference to the same.

Miss Richardson, of Fredonia, also gave a lesson on moisture.

The Centennial Excursion.

No account of the Watkins meeting would be complete, probably, without referring to the expedition under the direction of Superintendent Danforth, of about one hundred and fifty teachers to Philadelphia that year.

Description, of course, is impossible; it will be wise, doubtless, to leave the details to each reader's recollection or imagination, since he would stand no more chance of being entirely wrong than any description would of being right.

Through the brief vista of seven years, it appears now to the writer as a confused jumble of "cheap boarding-house," magnificent displays, stupid waiters, interesting ladies, beautiful paintings and statuary, a maze of machinery, street cars, elevated railways, etc., etc., in indescribable confusion.

It was dazzling, bewildering, wonderful. Foreign nations were surprised to find the young republic so far advanced, and we in turn were no less surprised to find so many of them lagging in our rear. Yet wonderful as this all may be, how much more wonderful will be the revelations of America's next centennial?

The following officers were elected by the Association for the ensuing year: President, Superintendent Edward Smith; Vice-Presidents, Commissioner Charles T. Andrews, Mrs. A. M. Kelsey, Miss Frank Tefft, Principal Charles R. Abbott; Corresponding Secretary, Superintendent Orsamus B. Bruce; Recording Secretaries, Charles J. Chatfield, William O. Campbell; Treasurer, George L. Farnham.

EDWARD SMITH.

Edward Smith was born in Onondaga County, in December, 1817. His father moved into Cattaraugus County when the son was about 10 years of age. He attended school only in winter terms until he was 18 years of age, and was then one year an inmate of a private school in Randolph, N. Y., taught by Calvin Kingsley. The next year he taught his first school. He then attended Plattsburg Academy one year, worked on a farm the next summer, and taught the succeeding winter. The beginning of the next summer Mr. Smith went with a party of lumbermen down the Ohio River with rafts; he stopped in Kentucky and taught there a term of four months. Returning to Cattaraugus County he taught during several winters, doing farm-work chiefly in summer, and continuing his studies as he had opportunity until the spring of 1845, and that year he engaged a school in Syracuse, where he taught three years before the city was organized.

On the organization of the city school system in the spring of 1848, Mr. Smith was retained at the head of one of the grammar schools for 10 successive years. In 1858 he resigned his position and took charge of his father's farm in Cattaraugus County, where he remained three years during the summer season, returning to the city, winters, to teach the ungraded schools. In the spring of 1860 he again took charge of one of the largest grammar schools in Syracuse, which position he retained until appointed to the superintendency. He has now been superintendent of the schools in the city of Syracuse for 17 years, and their status among the schools of the State of New York has been a sufficient guarantee for the high character of his work.

THE THIRTY-SECOND ANNUAL MEETING.

The tendency to excursions, which was referred to in the beginning of this chapter, seems to have culminated in the meeting at Plattsburg in 1877. Though Lord Dundreary's explanation of why a dog waggles his tail would hardly be a legitimate illustration, yet it could be employed. The facetious editor of the *School Bulletin* refers to the thirty-second anniversary as the "Plattsburg Picnic," and the Association a mere incident of the excursion. Still taking the ability of the persons who took part in the proceedings there into account, and the known tendency of the editor aforesaid to use strong expressions, we must conclude that the work performed there was by no means valueless. The session was held in the High School building, July 24th, 25th and 26th, 1877.

W. E. Smith, Esq., President of the Board of Trustees, made the welcoming address, to which President Edward Smith responded in fitting language, and then delivered his annual address. He reviewed the history of education as influenced by the Association, discussed the relative value of different branches of study, and urged the importance of science both as a basis for moral and intellectual training. He concluded as follows:

"I have said that the sciences taught orally should be added where they have not been to courses of study in cities and larger towns. This additional work is regarded by some as entirely out of place; it is claimed we are 'cramming' the children with subjects beyond their comprehension. But of all subjects science is of most importance when considered in its relations to practical life. To the question 'What knowledge is of most worth?' we are compelled to answer with Herbert Spencer, 'the uniform reply is—science.' This is the verdict on all the counts. For self-preservation or the maintenance of life, the all-important knowledge is science. For gaining a livelihood the knowledge of greatest value is science. For the discharge of the parental duties and relations, the proper guidance is to be found only in science. For the discharge of our duties to the nation and to society the indispensable key is science. For the most perfect production and the highest enjoyment of art in all its forms, the needful preparation is still science. For purposes of discipline—intellectual, moral, religious—the most efficient study is—once more—science.

"An apt argument is found in 'the Catechism on Methods of Teaching,' translated from the German by A. Diesterwig. In answer to the question, 'Should natural philosophy be taught in the common school?' the reply is, 'Certainly.' Shall the children of the common school learn nothing of weather and wind, of thermometer and barometer, of the phenomena of light and air, of rain and snow, dew and hoar-frost, fogs and clouds, lightning and thunder; shall they see the aeronaut travel by steam, and read telegraphic news, without knowing the how and the why? Shall they remain ignorant of the constituents of food, and of the process of their stomachs and their lungs? Or is it sufficient to read of all this in their readers? He who answers those questions in the affirmative is himself an ignoramus or a misanthrope, and he who affirms the last knows nothing of the way in which real knowledge is acquired. Why should the most valuable part of human knowledge be excluded from the public schools, or in limited measure confined to high schools and academies? Dr. De Motta, the Brazilian commissioner, sent by his government to this and the European countries for the purpose of examining school systems with the view of improving the Brazilian system, after an extended examination of the best schools in this country, said: 'I find excellent schools and extended courses of study, but they seem to me to lack practical application to the business of life.' The greatest of all questions before the public at the present time is this: How shall the most practical education be given, having regard to economy in the shortest time? The solution of this problem is of greatest moment to this and future generations."

Principal Benedict followed with an interesting address upon Words.

Principal Harrington, in the absence of John Kennedy, read the latter's paper upon School Discipline.

Thomas Hunter, President of the New York Normal College, presented an argumentative discourse in favor of Higher Education by the State.

Commissioner L. B. Newell read a paper on Head Work and Hard Work for Teachers.

M. A. Knapp, Esq., of Syracuse, delivered an address.

Professor Barlow, of Lafayette College, read a paper on Spelling Reform, and Wallace Bruce, Esq., of Poughkeepsie, held the undivided attention of his audience to a late hour. His theme was the Women of Shakespeare, and although the evening was very warm, all in attendance felt amply repaid ; for,

> Some there are
> Who on the tip of their persuasive tongue
> Carry all arguments and questions deep ;
> And replication prompt and reason strong,
> To make the weeper smile, the laugher weep."

Mrs. Mary Hicks read an impromptu paper on Drawing ; Principal Oscar Atwood, of Plattsburg, read a paper upon the American High School—its Claims and Work, and Principal J. E. Bradley read the report of the Committee on Improved Methods of Education.

Dr. Mears, of Hamilton College, read an entertaining and profitable paper upon the Educational Influence of Nations.

The exercises of the sections were of an interesting character. The programme in Section A, Common and Graded Schools, including Studies for Graded Schools, The Standard of Teaching, Civil Government, and Teachers' Classes in Academies. In Section B, Higher Education, the topics were : American Educators in India, The Moral and Religious Element in Education, and Our Indebtedness to the Arabs. In Section C, Professional Training of Teachers : Teachers' Institutes. Teachers' Classes, Use of Globes, Normal Schools, History of the Board of Regents, Learning to Read, Write and Spell, and The Relations of Normal Schools to Industrial Occupations.

The Association elected the following officers for the ensuing year : President, John W. Mears ; Vice-President, C. R. Abbott ; Corresponding Secretary, Edward Danforth ; Recording Secretaries, Charles J. Chatfield, William O. Campbell ; Treasurer, George L. Farnham.

JOHN WILLIAM MEARS.[1]

Dr. Mears was born in Reading, Pa., on the 10th of August, 1825 ; graduated from Delaware College in 1844, and from Yale Divinity School in 1851 ; was ordained pastor of the Presbyterian Church in Camden, N. J., April 15th, 1852, and resigned this pastorate October 31st, 1853 ; was pastor of the Presbyterian church at Elkton, Md., from January 1st, 1854, to November 1st, 1857 ; was pastor in Milford, Del., from November 1st, 1857, to February 11th, 1860 ; was editor of the *American Presbyterian*, of Philadelphia, from 1860 to 1870. In 1871 he accepted the Albert Barnes professorship in Hamilton College, a chair he filled until his death. He married Phebe A. H. Tatern in September, 1852, and his wife and four children survive him. The Utica *Herald* says of him :

" Dr. Mears was not content with ' the still air of delightful studies,' and the quiet routine duties of the class-room. Through his influence many valuable additions were made to the library in the department of metaphysics. With the aid of President Darling he prepared the large list of recent works which the generosity of Mr. Albert S. Porter, of Niagara Falls, has recently enabled the

[1] School Bulletin.

college to purchase. He was faithful in attending the meetings of presbytery and synod, and was three times or oftener a commissioner to the general assembly. In 1878, while President of the New York State Teachers' Association, he was also chairman of the executive committee of University Convocation at Albany. In 1879 he was candidate for Governor of New York on the Prohibition ticket. He was an active leader in the successful movement in suppressing immoralities in the Oneida Community. He was the author of several religious works issued by the Presbyterian Board of Publication. He cheerfully responded to frequent calls for lectures, and was often heard with profit and pleasure by the most intelligent Sunday audiences in Central New York. One of the most vigorous and elaborate of his published utterances was an address on the Presbyterian Element in Our National Life and History, before the Synod of Central New York, at Watertown, October 18th, 1876."

Dr. Mears's ideas of teachers and teaching, which he ever strove to exemplify, are well set forth in the following extract from his writings :

"I had rather by far my child should go to the log school-house and sit on hard benches without backs, if the teacher had some soul for his work, some enthusiasm for his art, some genuine, generous sympathy for the struggling, opening, wayward natures before him, than to the most perfectly contrived and lavishly furnished of all the buildings exhibited or represented in the Centennial Exhibition, if amid all this parade of dead materials the teacher artist was not there. Let us have both by all means : enthusiasm in the teacher, perfection in his instruments. But if we cannot have both, may a kind Providence preserve to us the former. A genuine alive teacher is worth tons of text-books and miles and miles of modern improved school-houses and halls of science.

"Enthusiasm in the teacher! Enthusiasm—a word on which some would cast suspicion. As well might they give a bad name to any of the great motors of wind, steam, water or electricity, because they sometimes break out in irregular, monstrous and devastating manifestations. Enthusiasm ! not in thirty years' hearing has the word lost its charm to my ears. It speaks of youthful energy, and glow and ideality ; of the halo of fresh imagination cast about the commonplaces of life and work ; of ardor and momentum sweeping down obstacles, and communicating itself as a rare magnetism in a wide circle of influence. Happy the man whose enthusiasm will bear transporting from stage to stage of advancing life. But almost repulsive is the youthful nature that shows no signs of its presence. To such our topic can have but small interest, and be of little or no account—nay, perhaps, an utter impossibility is the rise of an ideal in a soul without enthusiasm. A true artist conception of the elements of human nature, as it lies open before the plastic hand of the educator, must almost necessarily carry with it that high and joyous degree of interest which we call enthusiasm.

"This, then, brings us to the second aspect of our topic ; the first being the conception of the ideal, and the second its execution. We are here at the act of teaching itself—teaching as a fine art. And here let me go back to the earliest if not the greatest example of the famous teacher in the history of education—I mean to Socrates, especially as he is presented to us in the dialogues of his greater pupil, Plato. The pupil's presentation of his master comes to us in the form of dialogue, a true copy of the master's style. Hence, as Schleiermacher points out in his introduction to the dialogues, it was not the mere communication or infusion of knowledge from one mind into another that was sought. For this could be more readily attained in the form of unbroken discourse. This would limit activity chiefly if not wholly to the teacher, the pupil remaining simply in a receptive frame of mind. But the form of dialogue is deliberately preferred as that which truly living instruction must have and as one fairly representing the method of the master himself. It was the sophists who used long and continuous discourses, against which Plato represents his teacher as protesting. In oral instruction, says Schleiermacher, the teacher standing in the pres-

ence of the learner, and in living communication with him, can tell every moment what he understands and what not, and thus assist the activity of his understanding when it fails. A sentence orally delivered, says Socrates in one of the dialogues (Phœdrus, 27 B.C.), may always be defended by its author; while the written sentence, like a painting, stands mute and can make no answer to further inquiries and objections.

"The secret of this dialogistic form, then, is found in its adaptedness to answer the high aims of the true teacher, to secure and direct the needed activity of the mind. The dialogues of Plato are the embodiment of that living contact of the teacher's mind with that of his pupil in which true teaching consists. It is that assistance—delicate, patient, sagacious, steady, which tends upon and assists at the birth of thoughts, and which Socrates calls midwifery.

"Thus he teaches the pupil to find out what unconsciously, potentially, he already knows; shows him how a new degree of knowledge is but the explicating of what was implied in past knowledge; how the new and strange particular is contained on the old and familiar general proposition; or shows him how the old and admitted truth fails to square with the new assertion, and so helps him to detect and judge his own mistakes and to realize his own ignorance."

THIRTY-THIRD ANNUAL MEETING,

at Albany, July 9th, 10th and 11th, 1878. The meeting opened July 9th at 2:55 P.M. Prayer was offered by Rev. Dr. Reaves, and the address of welcome was delivered by Charles P. Easton, President of the Albany Board of Education. Among other things he said:

"The citizens of Rochester, through the silent but potent influence of the ballot, snatched victory from the very jaws of defeat and secured the triumphant re-establishment of their High School. The enemies of higher education, both here and elsewhere, may profitably study the lessons taught by the issue of this short and decisive contest."

The President, Dr. John W. Mears, after thanking the speaker in behalf of the Association, gave his address upon The Indocility of the Age. He referred to the desire to turn education into money, to the attacks upon higher education, to the need of industrial art education, and to the restless spirit illustrated in our civil war, in the railroad riots, in college rowdyism, and in communistic demonstrations. He closed by deploring the tendency to divorce education from religion.

Superintendent Cole, of Albany, read the report of the committee on the Condition of Education. Statistics were presented to establish the following conclusions: 1. That a stronger interest should be felt in New York colleges. 2. That character should be made a pre-requisite in the selection of teachers. 3. That enlarged facilities are needed for the training of professional teachers. 4. That free higher education is an essential element, and opportunities for its attainment should be increased, not diminished.

The report on drawing was read by Mr. Johonnot, after which the audience were diverted by an exercise in Free Hand Drawing, by Frank B. Scott, of Buffalo. He is ambidextrous, using either hand or both with equal facility, and was himself as entertaining as either his lecture or his sketches. Though the afternoon was hot and the time late, he mingled amusement and instruction for an hour, with satisfaction to all present.

Secretary B. G. Northrup, of the Connecticut State Board of Education, delivered an address upon Village Improvement, a noble work in which great progress has been made in his own State. Wallace Bruce followed, with his eloquent lecture upon the Landmarks of Scott. It was interrupted by frequent applause.

Principal McVicar presented the report of the committee on improved meth-

ods of education. He urged that to secure improved methods in his work, the teacher must accept the following fundamental propositions:

"1. *Words, either spoken or written, are simply symbols or instruments through which the mind records its consciousness and experiments for future use, and through which one mind can make known its consciousness and experiences to another mind.* Hence it follows that the perception of objects must precede their names; the perception of facts must precede the statement of causes, principles or laws; that clean and distinct conceptions must precede definitions.

"2. *The mind must gain through the senses its knowledge of everything external to itself.* Hence, in every case, where possible, the real should be presented to the senses when studied or taught.

"3. *The mind perceives wholes first, then parts; differences, then similarities.* Thence our perceptions of any object of study are at first vague and indefinite; that they are made distinct and comprehensive by the perception of the differences by which the whole is analyzed into its distinct elements; that these parts or units vary in size or breadth, according to the strength of the mind for which it is intended.

"4. *The mind proceeds from the simple to the complex, from the known to the unknown, from the particular to the general.* Thence the pupils' subjects of study should in all cases be arranged so that the complex is preceded by the simple.

"5. *The mind is strengthened and developed in proportion to the effort put forth.* Hence, pupils must think, reason, and work for themselves."

In conclusion, he said that the work of improvement in methods of teaching is in its infancy, and must, as in everything else, be the product of carefully conducted experiments, made by men and women who are capable of giving a clean analysis of the results of their experiments, and of formulating the laws which should guide the art of teaching.

A warm discussion followed. Our veteran friend, Mr. Ross, without whom the Plattsburg Association seemed like a session of the presbytery, opened fire by declaring that there were no improved methods in education. Somebody called him an iconoclast, which staggered him long enough to give the next man a chance upon the floor. The discussion drifted into the question whether ideas are innate, intuitional, or acquired, and President Mears advised the members to read up on metaphysics before the debate was renewed next year.

Superintendent Kiddle's address upon Compulsory Education was singularly comprehensive, careful and forcible, and concluded that such a measure was impracticable, unnecessary and unjust.

Principal J. W. Cole, of Troy, dissented from Mr. Kiddle's conclusions, urging that the failure in this State was due to Mr. Hawkins's statute, and not to the principle involved. Principal Abbott, of Brooklyn, thought something had been accomplished in his city. Superintendent McMillan and others agreed fully with Mr. Kiddle.

Mr. Bardeen, expressing his satisfaction to have his very positive impression transformed into conviction by Mr. Kiddle's arguments, called attention to the bearing of the paper upon the current arguments against higher education. We must admit that compulsory education is impracticable; yet every opponent of higher education is an advocate of compulsory education. The high school draws scholars up toward itself by a sort of capillary attraction. Do away with it, and many of the scholars who are now drawn into school must be pushed in.

After the discussion, an attempt was made to present the report on a Home for Disabled Teachers, but as the audience rose from their seats and positively refused to listen any longer, the session was adjourned.

Principal Lovell, of Attica, discussed the question, To What Extent Shall the State Educate? in which he criticised severely Governor Robinson's attacks upon higher instruction at public expense. We may mention here a resolution intro-

duced on Thursday evening by Mr. Corey, but voted down after speeches by Mr. Danforth and others.

Principal Beebe, of Canandaigua, also presented his methods of instruction in arithmetic, as presented in his work, First Steps among Figures. A lively discussion on this paper was followed by an address on Reading by Mr. E. V. De Graff.

Professor Allen, of Geneseo, presented his report on a Home for Disabled Teachers, urging that the Association memorialize the Legislature to pension teachers who have taught not less than twenty-five years in this State, and to found a home for those who are no longer able to teach, and who are homeless and penniless.

Mr. Ross arose with his coat off. "I know salaries are small," he said. "If I had had as large a salary as I wanted, I would have got married, long ago. The idea that a teacher works for the love of it and don't want any money is all folly. The teacher is doing more good than the minister, and ought to be paid for it. I don't believe in telling the Legislature we are paupers and want to have a poor-house provided. Let them give us a pension if they like, but let us live where we have a mind to, and not huddle us into a pig-pen. My principle is that in his first twenty-five years of teaching a man should save half of his wages for old age, and——"

But here Dr. Mears interrupted Mr. Ross, on the plea that much business remained to be done.

C. W. Bardeen then read a paper upon the Present Status of the Township Question. It stated what official action has been taken, what experiments have been tried, and what is the present feeling among commissioners; the last part being made up of quotations from scores of letters received in answer to specific inquiries. This paper showed great progress in public sentiment.

The debate which followed was principally as to whether there should be a debate, some urging the lack of time and others the importance of the subject. At length the programme prevailed, and after a brief history of the Association by Superintendent Sanford, Secretary Chatfield read in a lively and off-hand manner the report of the committee on phonetic spelling. Though it is doubtful whether one in ten of those present believe in the spelling-reform, it was voted to telegraph an enthusiastic message to the Association at the White Mountains. *After the vote*, Secretary Northrup rose to explain Professor Whitney's views, which have been frequently misrepresented. He said that while Professor Whitney attached little importance to the argument that a change in spelling would obscure the history of words, yet he sees no practicable way to reform our present orthography. Secretary Northrup and Professor Whitney were appointed by the Connecticut State Legislature as a committee to discuss the reforming of spelling in the State documents, and the only change they could bring themselves to recommend was the substitution of *controller* for *comptroller*.

The excitement of the meeting culminated in President Hunter's paper on Who Shall Examine Candidates for Licenses to Teach? He argued that teachers should be examined at the State Normal School, and spoke of the work of school-commissioners with an exaggerated contempt not unusual in a man who first builds up a theory and then deduces his facts. Among other statements, he spoke of county commissioners who could neither read nor write, and Commissioner Whitbeck excitedly offered to bet five dollars there wasn't such a commissioner in the State. Mr. Ross informed the Association that he was himself a graduate of the Albany Normal School, but he wasn't none the better for it, and when somebody rose to the point of order that Mr. Ross had spoken five minutes, the gentleman from Seneca told the objector to dry up; he came there to speak and was going to speak till he got through. Principal Kirk, of Phelps, set up several normal-school ten-pins and bowled them down with accuracy born of recent (but ineffectual) experience. Finally Dr. McVicar made a strenuous ap-

peal that all petty personal prejudices be discarded, and this subject be debated from the broader standpoint of the higher welfare of the State.

Principal C. O. Roundy read the Necrology report.

The reports of the committees were hurried through without much debate in order to reach the lecture by William J. Marshall, of Fitchburg, Mass., on the Yellowstone National Park, illustrated by the stereopticon. The speaker was self-possessed and frequently facetious, and his views were remarkably fine. The audience remained interested to the last, and gave him hearty applause. With addresses by the State Superintendent and the new President, Commissioner Casper G. Brower, of Westchester County, the Association closed. The committee on time and place of next meeting reported in favor of Homer, but in sympathy with a humorous and hospitable speech from Regent Lewis, of Penn Yan the Association voted overwhelmingly to go there.

The following officers were elected: President, Casper G. Brower; Corresponding Secretary, M. M. Merrill; Recording Secretaries, Charles J. Chatfield, William O. Campbell; Treasurer, George L. Farnham.

CASPER G. BROWER

comes of a hardy and patriotic ancestry. His grandfather, John C. Brower, did good service in the Revolutionary War, and was in consequence pensioned by the Government till the time of his death. His father, John Brower, was born in the city of New York, and subsequently removed with his parents to their home on the Hudson, where the subject of this sketch was born. The grandfather died at the age of 87 years, while the father at the time of his death in 1880 had reached his 88th year.

Mr. Brower early manifested a disposition to study, and soon mastered the course prescribed in the public school of his native village.

Having obtained an academic education at the New York Conference Seminary, Schoharie County, he chose the profession of teaching, and with occasional interruptions has pursued his chosen occupation till the present time.

He first taught a common district school in Somerset County, N. J. This school had been taught for several years by a first-class teacher, a graduate of Albany Normal School, and was considered the "banner school" of the county. Though young and inexperienced he managed the school for three years with decided success, but was obliged to resign and rest for a season on account of ill-health. He afterward taught two years in the same county, taking an active part in organizing and maintaining a teachers' association. Under the impression that the confinement of the school-room was undermining his health, he decided to abandon the work and enter upon mercantile pursuits. After spending one year as book-keeper and cashier in a wholesale house in the city of New York, he was obliged by the panic of '57 to abandon his new calling. In the fall of 1857 he commenced teaching in Westchester County, N. Y., where he soon established a reputation as a successful educator. While principal of the public school at White Plains he was chiefly instrumental in organizing the Westchester County Teachers' Association.

In 1862 he took charge of the Union Free School at Tarrytown, N. Y., which position he held for ten successive years. Under his management this school was considered one of the best in the county.

In 1872 he was elected to the office of school commissioner, and re-elected in 1875 by large majorities.

On the death of Commissioner George W. Smith, January, 1879, Mr. Brower was appointed by the county judge to fill the vacancy for one year. He held the office of school commissioner seven years, and was considered by the Department of Public Instruction as one of the most efficient officers in the State. Mr. Brower has an interesting family, his wife being the daughter of Daniel C. Reynolds, of Westchester. He has two children.

THE THIRTY-FOURTH ANNUAL MEETING

was held at Penn Yan, July 15th, 16th and 17th, 1879. The address of welcome was delivered by Hon. D. A. Ogden, and was all that could have been expected from so genial and hospitable a gentleman, with the temperature at 92 in the shade. All were made to feel singularly warm-hearted and happy. He said:

"We are not unmindful of the honor you have done us by selecting Penn Yan as the place for your annual meeting. We will try to make your stay with us pleasant, and we are assured that, to us, your coming and stay will be both profitable and pleasant. We may not be able to give you the gorgeous entertainment of the city, but I assure you our more quiet, rural entertainment will be no less sincere, and our cordial greeting none the less warm and cheerful. We have not the splendor of palaces, nor the lavish show of great wealth to present, but the people I represent have warm hearts, our village pure air, and about us are green fields and beautiful scenery, a bright little gem of a lake, with its bold bluff and its vine-clad hills, and they are far better, being the handiwork of the great Creator, than anything which human hands can prepare and build."

The President of the Association, Commissioner C. W. Brower, made a few felicitous remarks in reply, and stated that his address would be given in the evening.

Principal E. J. Peck, of Homer, read a report on the Condition of Education. The following features of encouragement included in this report we append:

"1. The increased attention to higher culture and a more general appreciation of its importance.

"2. The higher standard of scholarship in our colleges and universities.

"3. The greater opportunities for profound training and for thorough scientific investigation.

"4. The success of the institutions for professional training."

A. M. Kellogg opened the discussion on the subject. In the report of the Chicago schools the speaker discovered that out of 900 teachers, 600 had been appointed who had no previous training. He said "the State of New York needs 25 normal schools. We need to organize the forces we already have. We need a State Board of Education with power to direct the tendencies of school work. We, as a body, need to arouse public sentiment in favor of education."

Regent Lewis, alluding to the story of Jemima Wilkinson's walking upon water, with which Professor Peck had opened his paper, begged to correct the speaker in regard to it. That good old Quaker lady had never claimed to be able to walk upon water. Her remark, addressed to a lady afraid to cross the lake, was, "Have faith in God, for if thou hast, thou canst walk upon water." The speaker expressed himself as in favor of uniting the two systems of education in the State.

Major Stowits, of Buffalo, also Edward Danforth, of Elmira, followed. Mr. Ross, of Waterloo, made some unique and happy remarks. Commissioner Watkins, of St. Lawrence, asserted that many of the trustees of the State are utterly incompetent.

Professor Jerome Allen, of Geneseo, said that although he was a temperance man he did not believe that a law prohibiting the sale of liquor could now be passed, neither did he believe that a bill fixing the rate of teachers' wages could be made a law.

A free trip on Lake Keuka was announced to be given by the citizens of Penn Yan.

President Brower in his address alluded to the question of Higher Education and the State in these words:

"Nothing indeed could be more conducive to the true interest of the State than to secure for all her citizens the highest possible education necessary to

enable them, either as individuals or as citizens, to achieve the greatest possible good. There has been a tendency of late to yield somewhat the strong and healthy conviction heretofore entertained on the question of higher education by the State. The noble legacy handed down by the fathers can be perpetuated by us, and bequeathed to future generations, only by the adoption and support of a well-arranged system of public education—a system that embraces more than mere primary instruction—a system that provides as fully as possible for all the needs of human society and for all the demands of the State. Anything short of this, it is safe to say, will fail to secure the results to which patriotism and philanthropy should alike aspire."

After the address, Dr. Cowles, of the Elmira Female College, was introduced. He spoke on the subject of Art and Art Culture. He said:

"All art is the impress of soul upon material things. Picture-making has become a necessary ally of literature and science, though we have no one now who would dare to undertake such a work as 'The Last Supper.' Still picture-making is an important social force and should not be ignored in our system of training. Art does not create—it is a tonic, a stimulant. Multitudes are mistaken on this point. A moral man may have his morality intensified by art, but art alone cannot produce morality."

Professor Lantry, of Manlius, read the report of the Committee on Improved Methods in Education.

Principal Milne read for him Principal Buckham's paper on the Proper Functions of the Normal Schools. One city employs only normal graduates. Another follows the expression of its ward-principals, who declare themselves satisfied with high school graduates who have had no special training. This shows that the place of the normal school in our system is not yet regarded as vital. Carefully and modestly Mr. Buckham pointed out the ligaments that bind these institutions to our common schools.

Commissioner Cooke opened the discussion with a paper made up of valuable statistics, showing how much more normal instruction is needed, the normal schools being too few in number and thus inaccessible to the majority of young teachers, the courses being too long, and the local competition for position being so great as to exclude well-prepared teachers. The remedy is not to abolish but to multiply and more heartily support the normal schools, and to make the courses shorter. The trouble now is that the young ladies stay there so long and are so old when they come out that instead of keeping school they go to keeping house. Our eight institute instructors are to-day doing more for the ten thousand district schools than our eight normal schools.

Superintendent Sanford confirmed the views presented in the paper. "The legitimate business of the normal school is to train teachers by apprenticeship. I have heard even Dr. Armstrong take this very ground."

Instructor Lewis agreed that the normal course should be shortened and the standard of admission raised. He inquired of Principal Milne whether the principles laid down in the paper were practised in the Geneseo School.

Dr. Milne replied that he tried to keep abreast and a little in advance of public sentiment, but at present it was necessary to receive pupils who needed instruction in subjects as well as methods.

The papers by Superintendent Mabbett, on Primary Instruction, and by Miss Ripley, Concerning Teaching, received less attention than they deserved, and no discussion whatever, because they preceded the main feature of the whole meeting—the report of the Committee on Supervision and Licensing of Teachers.

Commissioner Riley read from a privately printed copy of the report, and presented the following recommendations signed by all the committee except one, and also by the conference committee appointed the week before by the University Convocation:

"1. *Unification.* While seeking to carry out the spirit of the resolution directing them to report 'a plan of supervision and licensing teachers,' your

committee recognize that the details of any plan must be perfected by the authority to whom the execution of the same is intrusted, and believing that effective supervision would be impossible under any system that could be devised, while the responsibility is divided between the 'Regents' and the 'Department,' deem their *unification* essential to the proper execution of whatever scheme of supervision the Legislature may, in its wisdom, provide.

"2. *Plan of Organization.* To effect this unification with as little disturbance as possible of the existing organizations, let the present Board of Regents be invested with the powers now exercised by the 'Regents of the University of the State of New York' and the 'Department of Public Instruction.'

"3. *Superintendent.* Let the Regents of Public Instruction appoint an executive officer who shall be known as the Superintendent of Public Instruction, and who shall, under their direction, have general supervision over all public educational interests of the State, until his successor be appointed."

Mr. De Graff presented a minority report, opposing unification because revolutionary legislation is dangerous, because the tendency of the times is toward single executive officers instead of boards, because the work of the two departments is entirely distinct, because unification would be fatal to the normal schools, and because it is unwise to ignore the growth of our present institutions.

Superintendent Merrill opened the discussion, taking up a multitude of points on both sides, and showing that unification was essential to the economical and harmonious working of our school system.

C. W. Bardeen, of the *School Bulletin*, spoke as follows:

"1. Shall the superintendent be elected every three years by the Legislature, as now, or shall he be appointed by a board of education?

"2. If a permanent appointment is preferable, shall the Board of Regents be the basis of the board of education?"

He confined himself mainly to dissipating the popular prejudice against the Regents as a lot of old fogies, showing that the present 19 men included some of the strongest men in the State, such as the editors of *Harper's Weekly*, the Rochester *Democrat and Chronicle*, the *Northern Christian Advocate*, the New York *Tribune*, and the Albany *Evening Journal*.

Commissioner King opposed the recommendations of the committee. He said our system had been attacked, until to-day it almost bleeds with human gore. "Show me an office that can be made free from politics and I will submit. Better have a State Superintendent, with the Regents as an advisory board. Shall we show the people by our action here that we mistrust our public school system? In the name of God, NO!"

MR. ROSS. It is an old maxim handed down from one generation to another that two heads are better than one, if one is a sheep's head. [Laughter.] This change would be too radical. It is always well enough to let doing well enough alone. [Laughter.] Let the matter be done by the two heads or—the two bodies. [Mr. Ross said this with a sudden burst of eloquence, which carried the house completely.]

PROFESSOR POST, of Ithaca. It is incumbent on those who propose this change to show the existing faults and in what respect the matter would be remedied. It seems to me that the present arrangement has many advantages.

MR. BARKER. I congratulate myself on the change in opinion which we have undergone. [He alluded to two gentlemen whom he claimed advocated quite different views last year, and added:] I believe there is energy and life and power in the old system yet.

Professor De Graff made an explanation. He advocated at Watkins a higher standard of qualification for school commissioners.

MR. DANFORTH. What is the conflict between these bodies? The Regents came in conflict with the department of public instruction only as relates to the distribution of money. Do we need a board of education? If so, what board shall we unite upon?

DR. MEARS. It is a great misunderstanding to suppose that the majority report aims at subverting or revolutionizing the department of public instruction or anything else. The question of unification is simply a question of the proper depository of appointing power to the office of superintendent.

Commissioner Guinnip moved that the motion be laid upon the table. It was decided in the negative, and when the vote was challenged it was again so decided. It was finally postponed, and after a great deal of filibustering at this and subsequent sessions, the resolutions were finally referred back to the same committee, to report again next year.

After Mr. Kennedy's remarks on Higher Education, some one moved that the question of Unification be brought up at nine o'clock Thursday morning.

After some wrangling this motion was put and decided lost.

Various motions were then made, one of which was that the session begin at 8:30 Thursday morning, and Unification be made the topic. This was lost, amid some confusion.

"It is better to let it die," said one. "They don't mean to bring it to vote," said another. Had it not been for the beautiful music discoursed at this juncture by the choir, and the announcement of an ice cream festival to be held at once in the adjacent grove, it is impossible to conjecture the result.

The president introduced Miss Mary D. Sheldon, of Wellesley College, Massachusetts, who, in a very pleasant manner, addressed the Association on The Public Schools—Their Duty to the Commonwealth. From her paper we quote the following abstracts:

"A sphynx guards the road that leads us onward; but one secret she can no longer keep, that the people rule the future. Every civilized country is or is becoming permeated with the republican spirit, if not governed by the Republican forms. Everywhere society feels the shock of an earthquake; for the solid masses upon which she has ever rested heavily, are in motion; political liberty attained, through well-nigh universal suffrage, social freedom is the cry. The battle-words of the French revolution are still in the air, with the emphasis loud on equality and fraternity. Germany fears social democracy, France, the communists, America, Kearney leaders. Dangerous foreign elements must rule, while much of our legislation is marked already by the ignorance and dishonesty of the uncultured classes. Such are the facts; in face of them, what is the primary thing which the State, as a State, asks of the schools which she supports? In face of them, what can we answer but the training of good citizens. And in the good citizen, four demands must be met, health, intelligence, morality, self-support."

Commissioner Riley, Chairman of Majority Committee on Unification, at this point moved that the resolutions on the question of Unification be now discussed. After a sharp and pointed debate the motion was lost.

Professor Johonnot moved to lay the motion on the table.

Three speakers were talking at once.

The ayes and nays were called. It was moved to proceed to the regular order. Carried.

Commissioner J. S. Wood, of Westchester County, was introduced, and read a paper on Graded Schools. He argued for precision and thoroughness in each particular study pursued, as far preferable to the prevalent and everlasting rush to get pupils from the lower grade to the higher before they are fully fitted for the advance, and claimed that gradation was a source of this wrong practice.

Discussion was opened by Commissioner Charles E. Surdam, of Queens. He said: "I believe that our graded schools are doing noble work. We would not recommend the abolition of the graded schools."

Principal Reinhart, of Westchester, said: "God save the State when the young men become conservative. I am astounded at some of the statements of this paper. I assert that a portion of these things that he calls evils are good, and not evils. The literature of this country has a greater influence than the

schools themselves. Examinations are of prime importance. The paper claims the teachers show too much—exactly the opposite charge has been made in the Boston grammar schools. I believe in the Regents' examination."

Dr. Steele, of Elmira, said: "I move that the first resolution of the majority report on Unification be taken from the table and adopted."

Seconded by Dr. Hoose.

The President decided it out of order.

Dr. Steele appealed to the house.

The chair was sustained.

Professor Le Roy C. Cooley, of Vassar College, read a paper on Physical Science in the Public Schools. His line of thought and argument was largely upon the basis of the old adage, "A sound mind in a sound body." The evils growing out of a stultification of the physical frame in order that the intellect might receive exclusive culture, were dwelt upon. The paper was elaborately prepared, and went into the real "science" of physics, as is indicated in its title.

Discussion on the subject was opened by Principal Oliver R. Willis, of White Plains, after which the Association adjourned, to meet at 2 P.M., on board the steamers Keuka and Lulu, on Lake Keuka.

Lake Keuka.

This meeting on the "Lake of the Bended Elbows" was quite as agreeable as any held by the Association. We sailed along the vine-clad hills and pine-producing cliffs of "Italy" and "Jerusalem"—names suggestive of lands better known to the world, but not more beautiful. Rounding a bluff we caught a glimpse of Hammondsport, celebrated for wine cellars. Farther on we landed at Grove Spring, and were received at the Grove Spring House, kept by Messrs. Crane & Dunn.

The return trip was not less pleasurable. Hyatt's Band served to entertain the ear, while those who were not too intently held in conversation could truly enjoy a pure atmosphere and delightful scenery.

At the final exercises, Professor Palmer, of Fredonia, spoke on Languages. He commended the natural method with modern language, not with the classics. Few learned more than one language.

The report on Necrology was read by Professor Roundy.

Professor Abbott spoke concerning Mr. Valentine, the founder of this Association.

State Superintendent Gilmour said: "Our advance in education has in this State been very great. May all influences tend to still further advancement. He who loves children, flowers and music cannot be a bad man. Be like the teacher who asked the children on a cloudy day, 'Do you see any sunshine here?' and was answered, 'Yes, in your countenance.'"

Hon. D. O. Bradley, of Westchester, said: "I see those before whom I trembled when a boy, and before whom I tremble now. I have but a layman's experience." He told a true story by which Penn Yan might be remembered, of a boy on the lake, who dipped his nose in the water and had it amputated by a trout.

Hon. John Eaton, of Washington, said: "The teacher should be cherished by the community as this Association has been cherished by these citizens. Wellington wished his sons to exhibit something of himself. He pointed to the school. 'There!' he said, 'the battle of Waterloo was won.'"

Of the ex-Presidents, Dr. Mears announced that the Presbyterians were building a still larger church than this, and the village would invite us again as soon as the building was finished.

Mr. Farnham, who was greeted with loud applause, spoke of the importance of grounding teaching upon true principles, and asked the President to count the package of bills herewith handed over for his expenses.

Dr. Steele told a little story about a plate-glass window through which a big dog jumped. The owner looked up. "Anyway," he said, "I've got the size of the dog." So, if you feel annoyed at seeing us get up at this late hour, at least you get the size of the ex-presidents. [Loud laughter.]

Dr. Hoose told his little story. "On the boat this afternoon two young ladies were discussing 'the fellers' aboard. One of them, a teacher from near here, dressed in tan-colored overdress, trimmed with sage-green, over sage-green underskirt, with sage-green sleeves, with a turban of sage-green silk and Breton lace, and tan-colored mitts [laughter], pointed to a scholarly-looking gentleman reclining in pensive attitude, and asked: 'Who is that feller?' 'That is J. Dorman Steele.' [Shouts of laughter.] 'Is that J. Dorman Steele? I wouldn't marry him for all he knows, and a trip to Europe besides.'" After which the Association went into convulsions.

Dr. Clarke thought the experience was less as to the size of the ex-presidents as to their beauty. You people of Penn Yan don't know how much you owe to us of Canandaigua. We were asked to let this Association come to our place. We said "No." [Loud laughter.] If we had said yes, where would be your glory to-night?

Superintendent Sanford, introduced as a native of Penn Yan, indulged the audience with personal recollections of himself and friends.

Mr. Barker found another proof of the virtue of Penn Yan people in the patience with which they listened to these ex-presidents. He said he would like to paint a picture of the unification of human life, and then nobody would crowd.

Superintendent Smith said it was too late to talk and he would merely show himself.

Mr. Danforth told of the clergyman who after forty-ninthly said: "And now what can I say more?" and a little boy cried out, "Say amen." Like the Irishman's turtle, dead but not sensible of it, this Association is done, but hasn't found it out yet.

Regent Lewis's heart was too full for utterance. Never were labors so cheerfully rendered as those of the local committee. He was sure the impress of this Association would be felt in all after time. God speed it.

President Cleveland, of the Board of Education, and Rev. Mr. Farmer, pastor of the church, made brief remarks; after which President Johonnot was introduced, Mr. Brower remarking that honors were easy. A happier audience never dispersed, than left the church at almost midnight.

The Committee on Resolutions reported in favor of sustaining public higher education, that normal schools should admit only those who will graduate as valuable teachers, that more training help is needed either in teachers' classes, institutes, or normal schools, that an educational qualification should be required of school commissioners, that the relation of education to crime is worthy of more attention, and that Penn Yan is thus far the trump card.

The Committee on Elections reported the following officers: President, James Johonnot; Vice-Presidents, Charles O. Roundy, Mary A. Ripley, Albert B. Watkins, John E. Myer; Corresponding Secretary, M. M. Merrill; Recording Secretaries, Charles J. Chatfield, W. O. Campbell; Treasurer, George L. Farnham.

JAMES JOHONNOT.

James Johonnot was born in Bethel, Vt. He attended school at Royalton, and at the New England Seminary, Windsor. In 1845 he became Principal of what is now Jefferson School, Syracuse. The city had then 11,000 inhabitants. In 1848 he graduated at the State Normal School, Albany, in the same class with Principal C. R. Abbott, of Brooklyn. In 1850 he became an agent for D. Appleton & Co., and in 1853 he was elected by the State Teachers' Association State Agent, at a salary of $1000. In 1861 he became Principal of the High

School at Joliet, Ill., where he remained till 1866. In 1872 he was elected Principal of the State Normal School at Warrensburg, Mo., where he remained three years. In 1875–76 he was for one year Superintendent of Schools in Deposit, and afterward resided in Ithaca, till 1880, when he removed to Princeton, N. J., and has since resided with his son-in-law, a professor in Princeton College. He is the author of "School-Houses," and "Principles and Practice of Teaching," and joint author with Professor Kruesi of Kruesi's Drawing Books, and with others in the preparation of Appleton's Geographies.

He attended the first institute in 1846, and from that time till 1861 attended every institute in Onondaga County—which, by the way, is the only county in the State in which an institute has been held *every* year since 1843. In 1850 Mr. Johonnot conducted his first institute, and has since then conducted more than three hundred. In 1881 he was appointed by the Superintendent of Public Instruction one of the four Institute Conductors of the State, at a salary of $2000 and travelling expenses, which position he still holds.

THE THIRTY-FIFTH ANNUAL MEETING

was held at Canandaigua, July 20th, 21st and 22d, 1880. Captain John Raines welcomed the Association. He said:

"What hospitality is in our homes, what pleasure in friendly intercourse, what recreation in the resorts of our village and lake, we will gladly share with you after the busy labors of each day are done.

"The ancient village of Canandarque, with the traditions of the noblest tribe of the Six Nations wreathing her hills and waters with spells of enchantment; the village of the "pale-faces," with floral offerings and music, with schools of learning upon which ambitious spires cast the shadowy benedictions of our faith in approval of their work and mission, bid you welcome.

"With tradition's wild romance, and the breath of summer verdure, with pleasant expeditions by land and water, mingling with the pleasurable excitement of your hours of business; with a resultant from your labors which shall give a greater force and vigor to the educational interests of all our people, we trust your present session will be memorable to each of you, and, associated with the name of our village, linger upon your memories like a strain of music sounding through the years of your future lives."

Hon. Neil Gilmour, the State Superintendent of Public Instruction, briefly but feelingly and appropriately responded.

President Johonnot then gave his address:

"In answer to the question 'Does the Association pay?' in the language of Webster we can say, 'the past at least is secure.' Here are the four great measures, the independent State Department, the County Commissioners, Free Schools, and Seven Normal Schools, and they will remain, attesting perpetually the wisdom of the recommendations of the State Association.

"We have no time to elaborate the history of the Association in other particulars. We can only say, in passing, that it has always resisted the perversion of Public School funds to the support of private or sectarian schools; it has opposed the division of the school moneys among the different sects; it has upheld the appropriations for normal schools, when there was clamor to withhold them; it has steadily and successfully defended Public High Schools when attacked by pseudo-philosophers, and by parties personally interested in their destruction; it has effectually rebuked misrepresentation, emanating from high official sources, as to the purposes of the schools and what is accomplished by them; and it has persistently labored to secure higher qualifications upon the part of teachers. The official utterances of the Association, containing its 'sober second thought,' have always been in favor of securing for every child in the State opportunity for getting the broadest, best and highest culture which he is capable of receiving.

"Turning from the past to the present and future, from achievements secured to achievements desired, we find 'Hills peep o'er hills, and Alps on Alps arise.' Questions enough have already arisen to engage our present attention, and the future will develop its own problems more rapidly than they can be solved. The Association, hereafter, will be judged by the wisdom and fidelity displayed in the treatment of these subjects."

The report of the Standing Committee on the Condition of Education was read by the chairman of that committee, Conductor Ruggles E. Post, of Ithaca. He specified some particulars in which he thought schools might be improved. These are in the rural districts as follows, namely: (*a*) Lengthening the school year to forty weeks. (*b*) Providing better school accommodations.

In regard to the schools in the cities and in the larger villages, he suggested: (*a*) That more ample school accommodations are required to meet the wants of the school population. (*b*) That a larger number of teachers are required to do the work of instruction, especially in the lower grades.

Commissioner Surdam said:

"Your committee report that in rural districts but very little improvement has been made in the last 25 years, and it is too true.

"Too many of our school commissioners practise law—grant licenses for political influence—and visit six schools in one day.

"Too many trustees hire their relatives or friends, or attempt to 'run the school,' according to their own deformed ideas of propriety or economy. And too many of our teachers are mere 'time servers.' They put forth no effort to arouse an interest in the school, or to make their influence felt in the community.

"They attend institutes and associations *to get rid of teaching*, pay their association fee grudgingly or not at all, take no educational paper, and have no heart in their work, but drag through the weary days."

Commissioner W. W. Newman defended the country schools.

"Three thousand years ago Saul and David were Hebrew farmers. Washington, Lincoln and Garfield are samples of the same district school stock. Horatio Seymour was born and schooled on one of our Onondaga hills. Why is it that, in time of trouble, people generally choose such men as leaders? Because with all these faults, country schools and country life give to the great mass of youth the best physical, the best moral, and, in some respects, the best intellectual training in the world."

Principal Kirk, of the Phelps Union and Classical School, continued the discussion. He said, in substance, that the opposing views of the two members of the committee were due to each viewing the question from his one side exclusively, and there was truth in each view. The right way to have good schools is to have earnest and devoted teachers, and with this defect supplied, the question of method is not so vital. No system can alone make a perfect school.

Principal Barker, of Buffalo, believed that rural schools make a fair showing in comparison with those of cities; but it is not now practicable to have 40 weeks' school in a year. He thanked both members of the committee for their valuable papers, but particularly his friend from Onondaga, Commissioner Newman, for his stanch defence of rural schools.

Mr. Post said, in explanation, that he had not referred in his report to town schools—they were equal in merit to city schools; but he still held that those in the rural districts were generally far behind city schools.

Mr. Ross, of Waterloo, thought there was "too much machinery" about city schools—that there was too much ostentation, like that of a big first-class hotel. In the country they go in for education just as the countryman eats his dinner—it is all on the table at once—no waiting—and each helps himself to what he wants, instead of waiting half an hour for stylish courses and a dessert.

Professor E. C. Cleaves, of Cornell University, read the report of the Committee on Drawing in the Public Schools.

"Drawing like language should be regarded as a means of expressing thought. It would be considered the height of foolishness for a child to be taught to utter words and sentences without teaching him also their meaning, and the thoughts they were intended to convey. So in the study of drawing, the pupil who simply follows the copy without understanding the meaning of the lines, or the reason for their particular arrangement, but who reproduces the exercises simply because he is told to, is in a fair way to become a mere machine, and his work will prove of little value. Copying in a greater or less degree must of necessity enter into the earlier stages of this study. But the utmost care should be taken to see that the pupils understand their work, and that in connection with these exercises they are taught to think for themselves."

Dr. Mayo, of Springfield, Mass., delivered an eloquent address on Country Schools and Country Life. We quote one allusion:

"Webster (who was first taught in a 'little red district school house') once uttered these words, in a speech: 'If I had as many boys as old King Priam, of Troy, I *would send them all to the country district school!*' William Cullen Bryant so much appreciated his early experience in such a school, that he caused the decayed school-house at Cummington, Mass., to be rebuilt at his own expense, and also restocked the village library. Almost every American citizen who has become great and has made his mark in public affairs has been proud to declare that he graduated from that people's college, the public school. That old school was pre-eminently one of *character*, where justice was administered without fear or favor. In every threatening national emergency, from that national university will pour forth throngs of liberty-loving sons to save the nation."

A paper entitled The Physical Basis of Mind, written by Dr. Mary Putnam Jacobi, of New York, was read by Mrs. James Johonnot, of Ithaca.

"The fundamental principles of education must necessarily be derived from knowledge of the fundamental conditions of thought. Education does not depend exclusively upon physiology; mind cannot be described merely by a description of the physical conditions of its manifestations. But neither can it be understood when these are left out of account. The applications in detail of the facts just dwelt upon are innumerable, and time is not permitted me to dwell upon them. But two or three far-reaching principles can be retained. Thus, since thoughts and feelings are ultimately derived from sensory impressions, whatever will increase the variety and richness and accuracy of these impressions, will tend to increase the variety and richness of thoughts and feelings. Again, as the development of thought is inseparately associated with some process of infinitely intricate combination of nerve currents derived from impressions, so a fundamental effort of education must be directed toward effecting mental combinations. The combinations of material forms in the work of the kindergarten is an excellent preparation for the combinations of mathematics and of any study pursued, not for the sake of its contents, but for its drill. Nowadays the idea is apt to be neglected as something mechanical. It should, on the contrary, be more than ever cultivated when we find that the very genesis of thought is associated with the mechanical combination of elements, which are themselves not thought. And still further, since the completion of a nervous circuit implies, not only that an impression be transmitted to the brain and be transformed there by multiple circulation, but also continue into a motor impulse which emerges from the brain; so the acquisition of impressions or knowledge must always be guided by an intention of practical action, by which the internal acquisition shall be made effective in the external world. It was on this principle that Rousseau taught his pupil geography, causing him to be lost in a wood, and only saved in time for dinner by consulting the position of the sun. It is a principle that runs through the acquisition of knowledge, from the first rudiments gained by the child, to vastest lore of the savant; namely, that that is best grasped which is destined to be in some way used, if only as a step-

ping stone to further knowledge. What is in the mind only becomes firmly rooted there when it reaches to what is without. Man only becomes man when he has found and occupied his true place in nature. So true is this, that the habitual termination in the brain of impressions which should pass through it tends to deteriorate the mind by a species of shrinkage. In other words, habitual self-consciousness has, both mentally and morally, a debilitating effect. This is shown experimentally on a small scale by the simple phenomenon of blushing, when the blood-vessels of the face are temporarily debilitated to the point of paralysis, so that the blood over-distends them. On a larger scale, the debilitating influence of self-consciousness is manifested in the exaltation of feeling over action and volition; the growing concentration of attention upon the narrow circle of personal events, to the exclusion of the boundless range of impersonal events."

The President introduced Hon. J. H. Smart, State Superintendent of Public Instruction of Indiana, who made a brief and entertaining speech. He said, among other things, that he and Indiana feel a deep interest in and are under great obligations to New York, for the best teachers of Indiana come from New York, chiefly, and from Massachusetts and New Hampshire. He is also indebted to the Empire State for an excellent wife, who is also an expert and admirable teacher.

General John Eaton, of Washington, U. S. Commissioner of Public Instruction, was next introduced, who said that New York was certainly the "Empire State" for educational organizations—the first one on the continent originating within her borders. He had just attended the National Educational Association at Chautauqua, and was glad to be there, and now feels much gratified to be here. You, as teachers, have large and even oppressive responsibilities, and often feel, no doubt, with all your diligence, that you are not accomplishing what you wish. There is a gratifying tendency in the noble profession for higher attainments and for a better comprehension of the laws and philosophy of mind; and the able and profound essay (Mrs. Jacobi's), to which you have listened this morning, indicates an advance, and a great one, in metaphysical research.

An essay, Home Study and Culture for Teachers, was read by Conductor Francis P. Lantry, of Manlius.

"The proceedings of the average person who goes through the motions of teaching are commonly the resultants of one or more of the following motives: (1) The work of the teacher is supposed to be more honorable or more respectable than that of the mechanic or laborer. (2) There is an assumption (generally too true) that the money reward for teaching is obtained with less hard work than the same sum could be obtained, if it were earned by manual labor. (3) There is an earnest heartfelt determination to become the possessor of a gold watch and chain. (4) There is a soul-absorbing desire to get a better wedding outfit than that other girl. (5) There is a firm and heroic resolution to engage in a business that will enable one daily to dress better than the fellow who married that other girl. (6) There is a fixed and immovable determination to get a living easily.

"Every year thousands of young persons, otherwise harmless—that is to say, not infected with a desire to teach school—are by the operation of these and similar motives rendered dangerous, that is to say, become possessed of a certificate, and at the first opportunity they become destructive, that is to say, they 'get a school.'"

He advocated State examinations as a remedy, and concluded as follows:

"If, instead of placing the whole mass of requirements before the teachers of the State, we could present successive parts of it, and could have one or two lower grades of State certificates to correspond with the mastery of these successive parts, then indeed we might expect to see a faithful student in every one of the 30,000 homes of the teachers of this State; and we should in the immedi-

até future see three other things for which we have all been laboring and hoping.

"(1) All the teachers in the State would hold State licenses of some grade. (2) The qualifications of each grade of teachers would be uniform. And (3) the local supervising officers would be relieved of the heaviest load that now burdens them—personal responsibility in examining and licensing teachers."

Dr. Clarke opened the discussion upon the points of this paper. He gallantly said he "felt like a complex organization"—having for two days been busy receiving the handsome ladies and fine-looking men—and those pictures lingering in his mind rather interfered with his ability to discuss this theme. He said he believed in a "self-taught and self-teaching school;" where the teacher is in earnest the pupils will be in earnest. There is too much false dignity in teaching—a lack of sympathy and harmony—because the teacher holds himself too far above the learners.

Professors T. B. Stowell and J. E. Oliver followed Dr. Clarke. The former urged the need of scholarship in these words:

"Truth isolated is of little value. He has most power, discipline, culture, to whose mind a truth suggests the largest number of relations. To the teacher it is all important to be familiar with these broader generalizations; this follows from at least two considerations:

"(1) That these more comprehensive concepts may serve as means or as ends in the class-room; and (2) that they may act as guides in more extended research, or aid as indices of method."

Professor Oliver thus explained the brain growth involved:

"With children, the ascent from lower to higher topics and methods of thought must wait on the development of the half-formed brain; but in the teacher's home-study the ascent may be made less gradual, for the brain is adult, the interest and mature will are enlisted, and the daily interruption of study by professional work secures time for further brain-growth and for unconscious selection and assimilation of the best things learned."

Miss Jane Slocum read a paper on Our Social Economy.

"Society is an organism. All philosophers of history have interpreted the past by the light of this fact, whether they have believed mankind to be the blind instrument of fate or a creation of divine will, made in the image of God, and working—freely or necessarily—in harmony with Him.

"We build our houses, furnish their interiors, eat, drink, and clothe ourselves, in strict conformity to the behests of an organization which accepts only implicit obedience from its feeble members. Education itself, which runs through all, and, in a measure, modifies all, is a system controlled largely by corporations, and tending gradually to unification.

"Society is thought to be prosperous when 'demand' is large, or in other words when many people manifest a desire for many things; but the fact that both the 'supply' and the ability to offer a return service, whether in kind or money, depends upon the power to create value is generally overlooked. Consequently, human powers are neglected. Children grow up ignorant. Instead of adding to the resources of the country they necessitate the expenditure of millions of dollars, and the life-long devotion of our noblest men and women. Meantime governments seek to enrich themselves by annexing lands and taking forcible possessions of their enemies' coins, under the shallowest pretexts, and without reference to the incalculable destruction which must result from every war. If a nation would be truly prosperous it must devote its energies to the development of manhood and womanhood.

"Let our girls be once disabused of the idea that society is merely an artificial system of balls, operas and concerts, created solely for the entertainment of a favored portion of the race, born to pleasure, and let them be taught that it is, instead, a wonderful, complex organization, for the health and welfare of which they are to be largely responsible, and the first step toward a new era will have

been taken. But we must remember that teaching in this case means training, broad, thorough and persistent."

The Curriculum of Study was the theme of an essay by Rev. S. R. Calthrop, of Syracuse. He said that man and nature are the true curriculum of study. He made, first, a strong plea for physical development and culture. He also wanted a practical school or department for young misses, in which the art of making good bread could be taught, and he wanted light gymnastics for students. . . .

" 'God pity schools if there is no religion in them.' Opportunity will come during your lessons to children, if you really desire to bring God into their hearts. How are we to rearrange our curriculum? These three things should be and are taught: Literature, art and science. Literature is reading; art is writing; and arithmetic is science. We should have a due proportion of each. A one-sided curriculum 'is a sin against the Holy Ghost.' Practical astronomy is God's great object lesson. A very young child can be taught about and interested in the starry heavens. It is the easiest of all lessons—requiring mainly knowledge of position. Then there are the languages which are useful. In Latin you study both science and literature—for the uniformity in comprehending and translating that language fixes it in the category of exact science."

Mrs. Mary D. Hicks, of Boston, read the paper prepared by Mrs. Josephine Shaw Lowell, of New York City, on The Relations of Education and Crime.

" With all our education and our public school system and our immense expenditures for the young, we find that year by year, in this country, insanity and pauperism and crime are increasing out of proportion to the increase of population, and it behooves us to ask not only whether our schools are doing all they should and could to prevent so fearful a state of things, but also whether there may not be some causes in the schools themselves which may help on these evils. We have accustomed ourselves to believe that what we have called an 'education' was the safeguard against poverty and vice, but unfortunately our limited kind of education does not prove so--we must adopt the real education, physical, mental and moral, if we really desire to stem the current of insanity, pauperism and crime, which is attaining such alarming strength in our country.

" Instead of spending the people's money upon higher education for a few, I believe it should be spent upon broader education for all, including in this broader education, as I have said, physical, mental and moral training.

" This last, the most important, is also the most difficult and the most dependent on the individual teacher. Almost the whole duty of the teacher under this head seems to me to be comprised in giving to the pupils *a right view of life*, and by this phrase I mean a great deal. I mean that the children shall be taught what things are of real and lasting value, and worthy of a struggle with adverse circumstances, and what are unsatisfying and useless and not worth a second thought; that they shall learn to set truth, moral and intellectual truth, above all things, and to know that to see truly is to see what God has made and intended us to see, and that self-interest and cowardice can never see truly."

Mr. C. E. Bishop, of Jamestown, read a paper entitled, An Outside View of Education. He concluded thus:

" In a word, my plea is that educators turn missionaries at large, and carry into the country districts and primary schools the light of genuine education and the proclamation of emancipation from the chains of formalism. The lists of intellectual knight-errantry offer no grander call than this for a champion of the millions of uneducated children in America."

Professor Crosby, of Canandaigua, on behalf of the citizens, extended an invitation to all the teachers present to take a free steamboat ride up Canandaigua Lake, at 9 o'clock Thursday morning.

A few minutes' recess was here taken, after which Rev. E. P. Powell, of Clinton, said that he dissented from one of Mr. Bishop's points. There is a good

deal of complaint about the inefficiency of our common schools, but his individual experience was, that as a boy he had his best education in such a school, and his poorest in a university. He liked the kindergarten system; and believed that a child should be brought in contact with nature as much as possible.

Mr. Norton, a teacher in the Elmira Reformatory, spoke briefly in reference to both industrial and literary effort there. The prisoners are far more easily controlled since the establishment of that school than ever before. He sees in the old-fashioned system of education something grand and noble yet.

Dr. Murray, Secretary of the Board of Regents, Albany, read a very able paper entitled Examinations—Their Use and Abuse.

"There are two uses for examinations which it will be well for us to distinguish and to keep in mind. The *first* is their use as an educational appliance. The *second* is their use as a test of proficiency. The teacher has chiefly occasion to deal with them in their first capacity. For the purpose of finding out whether his class understand what they have learned, whether their conception of the subject is clear and adequate, and wherein their knowledge is defective, he catechises them. In other words, he examines them daily or weekly or monthly as occasion may require. He makes these examinations a process of instruction by using them to direct the thoughts of his scholars into the desired channel, and by bringing them to think definitely and clearly. Three advantages may be pointed out as possible to derive from the process. *First*, it encourages definite knowledge in distinction from loose, imperfect and desultory knowledge. *Second*, it serves as a wholesome stimulus to the pursuit of knowledge. *Third*, it guides the student to the essentials of a subject, and saves him from wasting time upon that which is unimportant."

The report of the Standing Committee on Improved Methods of Education was read in two parts, the first part by the chairman of the Committee, Superintendent S. G. Love, of Jamestown, and the second part by Mr. C. W. Wasson, of Portville. The former inquired:

"Are industrial schools practical? Can they be successfully engrafted upon our present public school system? We are strong and firm in the belief that they can be; and that there are good men who stand ready now to pledge their all upon success, with only a moderate investment for the trial.

"That they will be, we hold in all modesty and deference, is only a question of time, and when that hour does come, the youth, however humble his station and scanty his mental endowments, will be the peer of the intellectual monarch of the land."

Commissioner Wasson spoke of his own school work.

"Our work is not confined to any particular material, class or trade, but so far as our resources permit, the work is general.

"Only a part of the work is done under my own supervision, and that mostly out of school hours.

"Much of the work is done by students at their own homes from tools and materials there accessible, but after patterns and designs previously determined upon.

"Students have increased their facilities for work by adding a Holley saw, a foot lathe, and other tools, even to a fan-blower and iron-melting apparatus of their own construction.

"Among the many benefits which, I have allowed myself to believe, are reached by the laboratory method of practical work, may be mentioned:

"Plainly a better comprehension of the branches studied, with an increasing desire to study them more.

"Habits of promptness, carefulness, faithfulness, economy, industry, are strengthened and fostered, if not in some cases created.

"Helps develop power to judge, to think, to discriminate, rather than the ability to remember.

"Improved ability to give ideas rather than words or figures from reading, with a tendency to make students rather than scholars."

Mr. Wasson's paper excited more interest than any other read during the session, and he was subjected to a fire of questions from all sides after the reading.

Dr. Hoose, of Cortland, of the Committee on Supervision and Licensing of Teachers, read the report of that Committee.

Mr. John Kennedy read a minority report.

Resolutions Adopted.

Resolved, That this Association recognizes the increasing demand for industrial education, and recommends that it be introduced into our schools as rapidly as circumstances will permit.

Resolved, That a crying need of our country schools is for the patrons to ornament the school-room and enlarge and beautify the grounds—not through an increase of taxation, but by the co-operation of the people in an earnest effort to make a pleasant *home* for their children.

Resolved, That no common school does its full duty which fails to give its pupils, as soon as their age will permit :

(1) A sufficient knowledge of physiology and hygiene to guide them in the preservation of their health, so essential to their progress in their studies and success in after life ; and,

(2) Such an acquaintance with the principal facts in the history and Constitution of the United States as to make them intelligent citizens.

Resolved, That, in the opinion of this Association, there should be a board of health in each town, consisting of physicians or other competent persons, whose duty it shall be, in conjunction with the school commissioner of the district, to examine each school building in the town, at least twice each year, and report in the local papers as to its seating capacity, air space per pupil, lighting, heating and other sanitary conditions ; and that for violation of the recommendations of such board the authorities of any school district shall be amenable to law.

Resolved, That this Association recommends the appointment of a Board of Examiners for each Commissioners' district, to consist of the School Commissioner and two teachers to be selected by him ; these teachers to hold diplomas from a college or normal school, or a State certificate. If such persons cannot be found in the district, the commissioner shall then constitute the board.

Resolved, That in the opinion of this Association the benefits of common school libraries would be much enhanced if all the libraries in each town were consolidated into one centrally located library ; exclusive, however, of libraries containing 500 or more volumes, where a majority of the people of the district desire to have their library retained in a separate existence.

Resolved, That this Association recommends the Department of Public Instruction to issue a uniform series of questions, to be submitted twice each year to all who desire to obtain licenses, as teachers.

Resolved, That no person shall be eligible to the office of School Commissioner, unless he holds a diploma from a college or normal school, or a State certificate, or has been a School Commissioner.

Resolved, That a course of study for our common and graded schools should not be intended exclusively to fit pupils for the high schools, but should be so arranged in order to meet the wants of the mass of pupils that, at whatever age a pupil is forced to leave school, he may at that time have received the best possible preparation for life and citizenship consistent with his stage of advancement.

The inspectors of election announced the election of the following as the officers for 1881 : President, Professor Jerome Allen ; Vice-Presidents, John A. Nichols, Miss Emily A. Weaver, Miss Caroline A. Comstock, Charles Henry King, M.D. ; Corresponding Secretary, M. M. Merrell ; Recording Secretaries, William O. Campbell, H. C. Kirk ; Treasurer, George L. Farnham.

JEROME ALLEN.

Lake Canandaigua.

The excursion given by the citizens of Canandaigua was by no means the least interesting feature of the meeting. The natural scenery, beginning with Squaw Island and including Seneca Point, Bare Hill, and various other points and glens, was noted and discussed by the naturalists and artists of the party, while not a few "in lighter vein," doubtless feeling the need of relaxation from the close attention and mental strain of the Association work, indulged in that ancient pastime of Israelitish origin, known as "Thumbs up!" Woodville was reached and explored. Lunch followed, and the two steamers reached the dock of "The Sleeping Beauty"[1] barely in time to allow some of the party to take their homeward trains. In the evening a sociable was held in the hotel parlors.

JEROME ALLEN.

Born at Westminster, West, Vt., July 17th, 1830. He prepared for college at Kimball Union Academy, N. H., and graduated from Amherst College in 1851, the youngest in his class. While in college he was especially distinguished for his knowledge of the natural sciences. He taught several district schools in his native State, and was, the first year after his graduation, Principal of the High School at Belchertown, Mass. In 1854 he was elected Professor in Alexander College, Dubuque, Iowa, where he remained until this school was merged into Lenox Collegiate Institute, Hopkinton, Delaware Co., Iowa. Here he remained eight years. He is the founder of this school, which is still flourishing. Alexander College was and Lenox Institute is still under the care of the Synod of the Presbyterian Church. He labored in Iowa fourteen years, and was the father of normal institutes of that State, also one of the charter members of the Iowa State Teachers' Association. For a time he was editor of the Iowa *Journal of Education.*

In 1868 he removed to New York City, and for two years was an institute conductor under the appointment of Hon. A. B. Weaver. At the organization of the State Normal School at Geneseo, N. Y., he was elected Professor of Natural Sciences. Here he remained until the fall of 1881, when he was chosen President of the State Normal School at St. Cloud, Minn., where he now lives.

In 1880, at Canandaigua, N. Y., he was unanimously elected President of the New York State Teachers' Association, also in the same year he was chosen President of the Normal Section of the National Association, and in 1882 Vice-President for the State of New York. For five years of the time of his residence at Geneseo, and in addition to his school work, he was editor of Barnes's *Educational Monthly*, A. S. Barnes & Co., publishers, N. Y. He is author of many educational articles, beside which he has written Methods for Teachers in Grammar, National System of Map Drawing, and Laboratory Practice in Chemistry.

THE THIRTY-SIXTH ANNUAL MEETING

was held at Congress Hall, Saratoga, July 5th, 6th and 7th, 1881. Prayer was offered by the Rev. Mr. Hawley, of the First Presbyterian Church, of Saratoga.

Superintendent L. S. Packard delivered an address of welcome, which was responded to by Hon. Neil Gilmour, State Superintendent of Public Instruction.

President Allen's address, which followed, was a vigorous discussion of educational topics of interest. His position on the questions of State education is shown in the following three propositions:

"The following propositions are incontrovertible. They are not only *logically* true, but have been proven to be practically so in ten thousand communities.

[1] A name applied to Canandaigua village.

st not to note with pleasure some most excellent in-
ere is: 1. An increased average attendance at the
ty of the State new school houses have been built,
in many cases modern improved furniture intro-
eased demand in some districts for trained teachers.
waking up to the value of improved methods of in-
greater attendance and interest at institutes. 5. New
ns are being organized, and old ones reorganized,

ging. Let us rejoice at the good work already done,
diligence to improve at every possible point.
which is respectfully submitted,

"H. R. SANFORD, } *Committee.*"
"N. T. CLARKE, }

r was opened by Thomas B. Lovell, of Attica, who

his paper are worthy of careful thought.
high schools in villages have made progress, it
schools, with here and there an exception,
of educational progress.
in the districts of the State be elevated on
t yet been satisfactorily answered. The
, and a teacher cannot do much more unless
and can remain several terms in the same place.
is detrimental to any school. The change of disci-
oduced by employing new teachers each term is

n the rural schools do not have access to libraries
n books to enlarge their spheres of usefulness, and
them to purchase.
ons somewhat similar to the Regents' Preliminary
ipler and adapted to the rural schools, could in the
per authority, it would do much to make the work
iment."
said:
out the Township System in this Association. I'd
t has the Township System leads New York State.
ads the Empire State? Not a State in the Union.
We've got the best schools, not only in the world,
[Great applause.] Three trustees might make it
ter school-meeting you can see the roads and fields
the new trustee." [Applause.]
f Madison County, said:
ing our excellent schools must have had in view the
our villages, which are based practically upon the
Boards of Education with their powers and privi-
em is but an adaptation of the city system of graded
e rural districts so far as possible, by combining the
one head.
n' might be a failure in Pennsylvania and yet be
r York, for we are a different people."
f Brooklyn, rendered a report on the Drawing Ex-
by Professor Bernstein's Congress Hall Orchestra,
an excellent address on the subject of Reading.
that reading is the most important topic taught, and
ir share of the attention of teachers. Pupils should

"1. The State is bound to protect its own life. Whatever is for its good it is obliged to do.

"2. Education is a safeguard against crime, the foundation of good order, the parent of business success, and the corner-stone of religion. It follows that education must be had, at all events, and at any cost, if crime is to be lessened, order promoted, business encouraged, and religion upheld. So vital an interest cannot be left to voluntary effort. It is not a luxury but a duty—a public duty—like the building of public bridges, court-houses, insane asylums and prisons. It follows, then, that:

"3. This duty devolves upon the State. The rich man is just as much bound to educate the poor man's children as to build bridges for him to walk over, or roads to travel in. If we had no community of interests—if we lived in old, feudal times, when to be ignorant was no injury, because all there was of the State was identical with the interests of one man, then it could not be demanded by the State that all children must be educated. But we are living in different times. The State exists. *It must exist.* It must be pure and honest. Pure and honest men, capable of affairs, must be found to manage its interests. Education alone can give us such men. We *must* have them.

"If the influence of education is so far reaching and important, it follows, then, that teachers should be encouraged to prepare themselves for their work, and paid for what they do amounts somewhat commensurate with the importance of their calling."

The Hon. Neil Gilmour read the following letter from President Garfield, which was, on motion of A. M. Kellogg, ordered spread upon the minutes:

"EXECUTIVE MANSION, WASHINGTON, June 29, 1881.

"DEAR SIR: I am ordered by the President to acknowledge the receipt of your favor of the 5th of April last, which has remained until this time without reply in the hope that the President might be able to accept the kind invitation to be present at the meeting of the New York State Teachers' Association to be held at Saratoga early in July. He now finds, however, that this will be impossible.

"The President desires me to thank you for the evidence of personal regard which your letter contains, and to express his regret that he is unable to be present on the interesting occasion referred to.

"Very respectfully,
"O. L. PRUDEN, *Secretary.*"

"MR. NEIL GILMOUR,
"Superintendent of Public Instruction, Albany, N. Y."

On motion of Edward Danforth it was

Resolved, That a committee which shall include the Hon. Neil Gilmour and the President of this Association be appointed to draft a resolution to be transmitted by telegraph to President Garfield, expressing our sympathy with him. *Carried by unanimous rising vote.*

The following telegram was accordingly sent:

"The Teachers' Association of the State of New York, now holding its annual session at Saratoga, are profoundly concerned in the precarious condition of the President, and the Association are deeply solicitous for his entire recovery.

"Our heartfelt sympathies are extended to the President and his family."

Signed "HON. NEIL GILMOUR,
"JEROME ALLEN, *President N. Y. S. T. A.*,
"HON. EDWARD DANFORTH."

The report of the Committee on the Condition of Education was then read by he chairman, of which the following is the conclusion:

"While we have endeavored to point out some evils of our system which need

correcting, it would be unjust not to note with pleasure some most excellent indications of progress. There is: 1. An increased average attendance at the schools. 2. In every county of the State new school houses have been built, and old ones repaired, and in many cases modern improved furniture introduced. 3. There is an increased demand in some districts for trained teachers. 4. Experienced teachers are waking up to the value of improved methods of instruction, as indicated by a greater attendance and interest at institutes. 5. New county teachers' associations are being organized, and old ones reorganized, and revivified.

"The outlook is encouraging. Let us rejoice at the good work already done, and being done, and use all diligence to improve at every possible point.

"All of which is respectfully submitted,

"H. R. SANFORD, } *Committee.*"
"N. T. CLARKE, }

The discussion of this paper was opened by Thomas B. Lovell, of Attica, who said:

"The subjects presented in this paper are worthy of careful thought.

"While our city schools and high schools in villages have made progress, it is a lamentable fact that our rural schools, with here and there an exception, have not kept pace with the march of educational progress.

"How, then, can public opinion in the districts of the State be elevated on this subject? This question has not yet been satisfactorily answered. The school commissioner can do but little, and a teacher cannot do much more unless he receives encouragement, and can remain several terms in the same place. Frequent change of teachers is detrimental to any school. The change of discipline, studies, methods, produced by employing new teachers each term is strongly to be condemned.

"Many of the teachers in the rural schools do not have access to libraries from which they may obtain books to enlarge their spheres of usefulness, and their salary is too small for them to purchase.

"If a series of examinations somewhat similar to the Regents' Preliminary Examination, but much simpler and adapted to the rural schools, could in the future be devised by the proper authority, it would do much to make the work better, and raise public sentiment."

William Ross, of Seneca, said:

"We hear a great deal about the Township System in this Association. I'd like to know what State that has the Township System leads New York State. Where is the State that leads the Empire State? Not a State in the Union. New York leads the Union. We've got the best schools, not only in the world, but in the United States. [Great applause.] Three trustees might make it more interesting. Now after school-meeting you can see the roads and fields full of teachers going to see the new trustee." [Applause.]

Commissioner Downer, of Madison County, said:

"The speaker in mentioning our excellent schools must have had in view the city and graded schools of our villages, which are based practically upon the 'Township System,' having Boards of Education with their powers and privileges. The Township System is but an adaptation of the city system of graded schools, to the schools of the rural districts so far as possible, by combining the schools of a township under one head.

"The 'Township System' might be a failure in Pennsylvania and yet be eminently successful in New York, for we are a different people."

Professor H. P. Smith, of Brooklyn, rendered a report on the Drawing Exhibit. After excellent music by Professor Bernstein's Congress Hall Orchestra, Hon. B. G. Northrup gave an excellent address on the subject of Reading.

Professor Northrup said that reading is the most important topic taught, and as such justly demands a fair share of the attention of teachers. Pupils should

be taught to appreciate the best reading, and that power cannot be acquired too young. Franklin's great literary ability he attributed largely to the influence of a single book read when young. Memorizing cannot injure the young, *i.e.*, when the memory is directed to the acquisition of pure English of good import. The speaker denounced the trashy literature sold on the cars and in the shops, so demoralizing in its influence upon the young. He related his own experience in interesting railway presidents in prohibiting the sale of such matter in depots and on trains. He also gave a laughable account of offering a $5 dollar prize to one of a number of college girl graduates if she would refrain from saying "splendid" coming up the Hudson—and she lost. The lecture was highly enjoyable and well received.

The President then introduced Mrs. Anna Randall Diehl, who recited Tom's Little Star and Aunty Doleful's Visit.

Principal Palmer, of Fredonia, read the report of the Committee on Improved Methods of Education.

"Accepting what psychology teaches in regard to the mind, and what physiology teaches with regard to the body, education has for its object to secure the growth, strength and skill of the human powers, faculties and organs, that their maximum capacity may be developed, and that they may act in harmony and with wise purpose. At one period of life, strength and skill must be subordinated to growth; at another period the more important care is to establish strength of character and firmness and solidity of body; and at still another period the hands must be trained to skilful work and the mind to subtle thought. The same culture does not secure equally these three objects. And there are three sources from which principles may by induction be derived.

"The first source to be considered is the history of the growth of intelligence in the race. It is found by comparison that the individual mind passes through the same stages of development as mark the progress of the race in civilization and intelligence. As these stages of advancement are more distinctly marked and seen on a larger scale, in the case of history at large, than in case of an individual, it is easier to trace them and assign the advancement to its true cause.

"The second source to be considered is the steps taken by a child in gaining an apprehension of truth. The processes of thought in a mind accustomed to think are so rapid and complex that it is difficult or perhaps impossible to make a complete analysis of them. Every thought has its antecedent and sequence, and every conclusion its basis in some form of reason, but the mind passes through the chain of habitual reasoning so rapidly, as practised fingers play over the keys of a musical instrument, that the several steps leave no distinct impression on the consciousness. In childhood the steps are made one by one, and slowly. To child-growth we must look for the laws that govern maturer development, when the laws are obeyed, though not easily traceable.

"The third source from which we are to draw our laws and principles is the analogy between the action of physical, especially of organic laws, and of the mind. These analogies are numerous and close. Reference to one of these analogies will, I think, be enough to show their importance. It is a law of physical force, that, other things being equal, a body will move in the direction of least resistance."

The discussion of the report was opened by Commissioner A. B. Watkins, who said:

"That the subject of methods was one which needed to be simplified and made plain and practical for all grades of teachers The paper by Dr. Palmer he considered strong, logical and correct in its views and positions, but, like previous reports of the Committee on Improved Methods, too scientific to be adapted to a popular assembly. He suggested that the wants of most teachers demand a clear and practical statement:

"1. Of results to be aimed at in education.

"2. Of means at hand to be used.

"3. Of methods to be employed and their application to the branches to be taught, and that the teachers of the Association would be benefited in a far greater degree by a more extended exemplification of the specific application of methods."

Principal H. C. Kirk spoke of the value of opposition :

"It is impossible to frame rules to meet all cases in education. Dean Swift wrote out a formula for his servant always to follow. One day the dean was thrown by his horse into a ditch, but his servant refused to help him out because it was 'not in the book.' The report while perhaps too scientific for immediate application would, if carried out, reach doubtless such conclusions as the following :

"There is room for advance both *generally* and *specially*.

"*Generally*. Educational leagues might be established in every school district which should enroll and determine the educational *status*, should regularly and systematically visit the public school, and should establish night schools for the instruction of those who might attend.

"*Specially*. Common-sense teaching would be adopted, making results a test of work done, and more thoroughly supervision—" [At that point the gavel of the President shut off the speaker.]

Principal L. N. Beebe pleaded that the pupils should be shown at least gleams of the results to be attained by their work ; that one of these results should be ability to do practical work. In attaining this result, the process should awaken thoughtfulness in the pupil. The great majority of our pupils must live by the "sweat of their brow," hence our pupils should not be constantly reminded that they may become Presidents of the United States.

Dr. Hoose was glad educators are reaching uniformity as to a terminology. He said :

"I like the German notion of education. That any body, power, or thing is educated when it can go itself. Habit determines power. Education is a habit of the mind."

MR. BARKER. While not essential that all take the same road to heaven, it is essential that all should get there.

MR. ROSS. Every good teacher's got to work out his own salvation.

Principal Clapp told the story of Mr. and Mrs. Max, to show that many teachers work after new methods because they are new.

Commissioner Griffith said that he asked of his teachers not methods but results, but he told them that to get results they must work in accordance with established principles.

We young teachers can afford to profit by the experience of others as embodied in principles laid down in standard works on teaching.

Superintendent C. T. Barnes, of Little Falls, read a paper entitled Institutes and Institute Instruction.

"Institutes were originally a kind of debating societies, where ambitious teachers could air their rhetoric, and convince all but themselves that they really knew very little about teaching. As a teacher, I attended four of them, where general discussion was the order, and am thoroughly convinced that one week of instruction by a trained worker like Cruttenden, was worth more than the entire four to me. General discussion is very apt to become general wrangle over disputed points, and each man retires from the contest, satisfied that he *only* is right. The work of an institute should not be done by the teachers, but it should bring to them the most valuable methods, the soundest philosophy of education, and the ripest experience of the best educators. At the first session on Monday morning, the teachers should be in their places, ready for good, earnest work, and the commissioners should hold each teacher responsible for regular attendance. More than this, prompt and regular attendance should be exacted as a condition of obtaining certificates.

"In looking over reports from all sections of the United States and our own

State, I find striking differences as to the work proper to be done at the institute. Many contend that a regular system of class instruction should be followed out, requiring daily study on the part of the teachers. Others insist that the philosophy of education only should be discussed. I am led to believe that neither is right, that a judicious blending of the two would prove more profitable."

The discussion of this paper was opened by Conductor John Kennedy, who said:

"The paper of Superintendent Barnes is exhaustive and sound. It leaves nothing to be disputed. There are some points, however, that might be further elaborated, and one point that may possibly be misapprehended. He says that the ideal of institute instruction is a harmonious combination of the philosophy of teaching with class-work. Now class-work may be construed to mean either the deliberate attempt to teach subject-matter, or it may mean a model exercise illustrating a method in teaching. The general tenor of the paper would imply that the latter sense was intended. The attempt to teach subject-matter in an institute would be a blunder. The success of institutes is universally acknowledged. This success is due to a recognition of their limitations and their possibilities."

COMMISSIONER RILEY. I dissent from the assumption that the present institute system is a necessity. I do not consider it, as it is so often claimed to be, the only instruction of thousands of teachers. Institutes were established as an expedient, before normal schools were formed. They did good work in their day; they do some good now. But teachers attend them for a week and think they have got professional instruction enough. I would suggest that normal schools establish a one term's course of study.

COMMISSIONER BAKER. My experience leads me to believe that the institute is not accomplishing what it should, because it lacks power and strength through law. Nothing short of power and authority can overcome the indifference of trustees, people and teachers. Let the subject-matter to be discussed at institutes be printed in advance, and placed before the teachers.

MR. ROSS. I am utterly opposed to compulsory attendance at institutes. I object to instructors going about telling other folks how to teach without any experience themselves.

If the audience would only keep still and behave themselves, we could hear well enough.

SUPERINTENDENT SANFORD. Let you and I try.

On invitation of the President of the Association, Dr. Laws, President of the State University of Missouri, spoke at some length.

Wednesday Afternoon.

Conductor R. E. Post, of Ithaca, presented the reports of the Committee on The Advancement of Education. The Committee was continued for another year with Professor Jerome Allen as chairman.

Samuel Thurber, of Boston, read a paper on Recent Criticism in our Public Schools. This was in substance a reply to Richard Grant White, though presented with the writer's characteristic independence and vigor; with the exception of his advocacy of the rate bill, his paper was well received. The topic referred to was thus presented:

"I know perfectly well by what a current of present tendency this suggestion of mine will be overwhelmed. There has always been exultation over the abolition of the rate bills, and the 'leading educators' have been wont to air their oratory over the freedom of the schools. It is an old habit to think of education as being without cost. I doubt if, in a convention of educators, it be possible that absolutely free education be defended without declamation; and in a convention of any other kind of persons, politicians excepted, I doubt if the general

voice would defend it at all. Those teachers who urge still further freedom of education, namely, the gratuitous supplying of text-books to pupils, are logical, but very unwise. In saying that they are inviting certain and extreme reaction, I think I am founding my assertion on a correct forecast of social development.

"Over the high school part of our system some of the critics are especially unhappy. And here again I must grant them a large measure of reason. Of those who would abolish or mutilate the high schools, I say nothing here, as their purpose is too merely destructive to be reasoned with. We high school teachers cannot, at the same time, reason with critics and ward off destroyers. At the present moment we are dealing with critics. Some of these think they perceive a basis of social classification in our people, which should also become a principle of classification of education; and they affirm that the high schools should be shorn of certain features that belong properly to upper class education, so as to leave them with humbler aims, as is fitting for schools destined for the lower classes. As I cannot see how a social classification is possible, and have never learned what criteria of division are to be adopted, I am too much in the dark concerning the purpose of these criticisms to announce any opinion as to the likelihood of its realization.

"Of course the end and aim of all public schools is good citizenship; and the end and aim of the high school is still good citizenship. Here is a principle, if it might only be accepted. No ignorant citizenship is likely to be good, or even contented. The lower schools cannot communicate the touch of intelligent public spirit which makes the citizen of our Republic *good*. The secondary schools and the colleges are really the hope of the nation. Here these schools are, all about us, ready at hand, but sadly wandering from their destiny. Cannot we *and* the critics impress public opinion so that it shall gradually become possible to bring them into relation with the purpose whose fulfilment alone will raise them above criticism?"

Conductor John Kennedy opened the discussion with a compliment to the writer. He further said:

"It is pretty difficult to criticise the American School System, for when you think you have found it you have not found it.

"No individual experience will encompass our system, so diversified is it. As compared with the schools of other countries only, can we be said to have a system at all."

Conductor Lantry said:

"A good many have met the accusation of the critics, not by defending the real merits and good work of the public schools, but by crying *peccavimus*.

"Admitting, as perhaps the author of the paper too fully does admit, the limitations, mistakes, and failings of the system, we are convinced that the form of remedy suggested in the paper will not meet the case. The author divides the public schools into two classes, the high schools and the common schools, proves already that a lack of public interest is a leading cause of existing defects, intimates that the lack of popular interest is traceable to the fact that the State furnishes tuition free of cost, and suggests that the evil may be remedied by charging nearly full tuition for the higher schools (giving just enough State aid to justify public supervision) and somewhat less, but still some, tuition for the common schools.

"Now, so far as the high schools are concerned, this is practically the condition of things now prevailing. The high schools are local and largely supported at local cost, the State giving just enough aid to justify public supervision. That these schools are, in a just sense, local, is evident; for in localities supporting such schools the public money is certainly not in excess of what is sufficient to maintain the common schools. The taxation in excess of what is needed for the support of the common schools is, in the strictest sense of the term, local taxation for the support of the high schools. The single difference

between the fact and the recommendation of the paper is, that the locality and not the individual pays tuition. Certainly the State does not pay it.

"But with regard to the common schools, we take issue with the suggested change. For many years the public schools of New York were hampered by the chains of just such a system as that proposed in the paper. Their possible efficiency was impaired and their usefulness limited. The miserable rate-bill system rested upon them like an incubus. The load has not been so long removed that we have forgotten its crushing weight. The young giant, free education, is just beginning to show the possibilities of his mighty strength. He still moves awkwardly and does portions of his work very imperfectly, for he has not been free long enough to have obtained full command of his powers; but he is learning rapidly and is beginning to labor grandly, and it will take something more than the imperfections for which he has been shown responsible, to make us willing to hamper him again with the chains of a rate-bill, or to have our common schools anything but free schools."

Superintendent Sanford was sorry the paper had been read, for it simply amounted to this: Massachusetts has come to New York to criticise our school system.

Professor H. P. Emerson, of Buffalo, read an address entitled Latin in High Schools.

"To make Latin a living study, bearing directly upon the busy life of to-day, we must make it:

"1. A means of increasing the pupil's English vocabulary.

"2. A means of acquiring fluency in speaking and writing English.

"3. A means of giving an insight into English words.

"4. A means of conveying historical knowledge.

"5. A means of teaching ancient geography.

"Finally, while keeping in mind what was said in the beginning, that a teacher should be modest in estimating his own share in the pupil's upbuilding, and while intending, neither here nor elsewhere in this talk, any odious comparison between Latin and any other study, I must bear testimony to the fact, confirmed by my own experience as a teacher, that young people do grow and expand and broaden under the influence of this study. When they have mastered the elementary principles and begin to find real enjoyment in the work, they feel an inspiration toward a higher culture. They put away childish things, and become aware of an illimitable world of thought and investigation, an aristocracy of intellect and taste, and they desire to share in it. Many a boy who has begun Latin with only a listless preference for it has had his interest awakened and his love of study quickened so that the impetus has influenced his whole life."

Mr. Cleveland, President of the Dixon Pencil Company, made an announcement with regard to the excursion to Fort "Ti" and over Lake George, which he announced was to be made on Friday, the 8th inst. His remarks were received with applause, which showed the appreciation of the teachers.

Mr. Jelliffe, of New York, read a very humorous selection which caused great merriment among those of the audience who had been sea sick.

Dr. Marshall, of New York, read an address entitled Genealogy of the Modern Lecture and its Place in Educational Agencies.

DR. CLARKE. Mr. President, it was my fortune to listen to the recitation of the boy Marshall, and it has been my privilege to listen to the Rev. Dr. Marshall in his interesting and instructive lecture this evening, and I think it expresses the sentiment of this audience when I move you a vote of thanks be tendered to Dr. Marshall.

The vote was heartily given by the audience.

Miss Hulda Baker read a selection.

Principal C. J. Buell, of Boonville, read a report of Committee on Nearsightedness in School.

"From the vast array of facts collected, covering more than 26,000 cases, the following conclusions force themselves upon us in a manner truly irresistible:

"1. That among young persons who have never attended school, and among children when they first enter our institutions of learning, the percentage of near sight is very small indeed, it being often impossible to find a single case.

"2. That very soon after entering school, some children begin to show symptoms of the disease.

"3. That the number of children afflicted, and the degree or intensity of the disease gradually but surely increase through the entire school life, from year to year, until, when the colleges and universities are reached, in many cases more than half the students are near-sighted."

Superintendent David Beattie asked the following questions:

"1. Has any focal distance been settled upon?

"2. Did your Committee have any data in regard to blackboard mode except that furnished by the Rockford School?"

Answers given by Principal Buell:

"1. Ability to read readily ½ inch type at 20 feet may be regarded as average focal test.

"2. We had other data, but took that as the best instance."

SUPERINTENDENT BARNES. I believe that inattention to color has much to do with this question.

Miss Breman, of Cleveland, Ohio, said:

"While I do not agree with the writer, I admire the earnestness with which the report was delivered.

"I regard the chief cause of near sightedness to be the injudicious use of lamps and gas."

Mr. Beebe regarded tinted paper as preferable to white.

Mr. Barker quoted Dr. Clarke's statement that it was wrong to charge all the sins of the people on the schools.

Mr. Ross thought it would be a good thing if we had blackboards so far as sight is concerned.

Mr. Clarke thought the intensity of gas and kerosene lights had much to do with this.

Superintendent Beattie moved that the Committee on Near-sightedness in School should be continued. Carried.

C. W. Bardeen, Editor *Bulletin*, delivered an address on Educational Journalism.

"Something is due to commissioners, something to institute instructors, something to the advice and example of prominent teachers, and on the whole our young teachers show considerable desire to learn how to teach better. Not unfrequently I have witnessed sacrifices that were pathetic, to secure a book or a paper that was likely to be helpful. And when teachers are hired and paid, not according to their impudence, or their cheap rates, or their relation to the trustee, but according to their qualifications, trust me there will be no complaint that worthy books and periodicals lack support.

"Governor Cornell has been criticised because he vetoed the Pension Bill. I am glad he vetoed it. Good teachers do not want a pension system. The business is attractive enough now to call in a horde of people too lazy to do anything which is generally understood to require skill and brains and industry. A general increase of salaries or the addition of special privileges would only increase the pressure brought to bear upon incompetent trustees to admit outsiders who are wholly incapable.

"What we teachers want, all we ask, is DISCRIMINATION. Assure us that only those properly qualified shall teach at all, and that the pay of those who teach shall depend upon the degree of our qualification, and we shall leave no stone unturned to raise our qualification, as high as possible. In that good time coming no pensions will be needed either by teachers or by educational journalists."

Principal H. K. Clapp moved that the Association tender Governor Cornell a vote of thanks for vetoing the Teachers' Pension Bill.

Laid upon the table.

A. M. Kellogg, Editor *School Journal*, opened the discussion on Educational Journalism.

Commissioner Surdam, of Queen's County, continued the discussion. Every paper ought to be an educational journal.

Superintendent Myer, of Plattsburg, offered the following resolution :

WHEREAS, The professional instruction provided in the Normal Schools has failed in a notable degree to practically reach the teachers of the rural schools ; and,

WHEREAS, The present provision furnished by the State in Teachers' Classes and Institutes can give but fragmentary instruction in this line. Therefore,

Resolved, That in the opinion of this Association a one year's course of professional instruction should be provided by the State (in place of the present one-term Teachers' Classes) in High Schools and Academies, remote from Normal Schools, subject in selection of instructors, course of study, uniform examinations and diplomas or certificates to State authority. Adopted.

Principal Bradley read a paper on General Information.

" Men of high intellectual endowment are often found ignorant of what should be accounted familiar facts, and few, if any, will deny that they are frequently vexed and humiliated at their lack of information on important subjects. But when we turn from the men and women of our acquaintance or observation to examine into the stock of knowledge acquired by the pupils in our schools or those who have recently left them, the result is far more disappointing. Too often the youth of fifteen or sixteen is unable readily to apply the rules and principles which he has learned, and proves astonishingly ignorant of familiar facts.

" It is this lack of every-day knowledge which has given point and force to most of the recent unjust criticisms on our public schools. They have been arraigned not so much for failure in their appointed work, as for the neglect of other important subjects not included in the prescribed courses of study. Attacks which have been aimed at the work done or even attempted as well as those directed against the integrity and breadth of the system have proved harmless and only recoiled upon the unpopular and unfortunate assailant. The people will continue to laugh at the man who attempts to prove that the public schools have been a curse to New England, and will quietly retire from office the Governor or Mayor or Board of Education who propose to decapitate the system ; but they are not so sure to be uninfluenced by him who brings into comparison the inability of the pupils to answer easy questions and the vast sums expended for their instruction.

" In either light, then, whether we consider the needs of our pupils or the stability and popularity of the system of education, the importance of giving all possible information is apparent."

Miss M. S. Cooper read a very interesting paper on The Best Methods of Teaching Language in our Public Schools.

Mrs. Harriet Webb, of New York City, read How He Saved St. Michaels, and in answer to an enthusiastic encore, read The Sale of a Bachelor.

Principal Roundy read report of Committee on Necrology.

Mrs. Anna Randall-Diehl recited A Royal Princess and The Bugle Song.

Principal Wasson made remarks in regard to industrial education in the public schools and the exhibit made by the pupils.

Principal Love, of Jamestown, spoke upon the same subject, and described the successful working of the system during the past year in his own school.

Among the resolutions adopted were the following :

Resolved, That at the earliest possible day the State Normal Schools should be entirely devoted to the instruction and training of teachers in the theory and practice of their work, and should require candidates for admission to be thor-

oughly prepared in all the common school branches before entering said Normal Schools.

Resolved, That in the opinion of this Association the Legislature should make it illegal to admit any person as a State pupil into any Normal School of the State, or to license any new applicant to teach in the common schools, who does not hold a Regents' preliminary academic certificate.

Resolved, That State taxation for school purposes should be restored to the former fixed rate of one and one fourth mills.

Resolved, That a law should at once be enacted permitting localities to adopt the township system.

Resolved, That all the State school money distributed to the counties, save that specially apportioned by the State Superintendent, should by the school commissioners be apportioned to the several school districts solely on the basis of aggregate attendance.

Resolved, That the compulsory attendance law should be thoroughly revised, to the end that it may be made practical and efficient.

Resolved, That the good of the rural schools demands closer supervision, and that to this end commissioner districts ought to be made smaller, that commissioners ought to be more liberally paid, and that their powers should be enlarged.

Resolved, That intelligent teaching requires large and increasing sources of information, and that the use of the library fund should be absolutely restricted to the purchase of needed books.

Resolved, That we whose efforts are devoted to the business of training American youth to the duties of good citizenship, view with horror the attempt recently made to strike down the Chief Magistrate of the Nation and the representative American citizen, and that our hearts are united in earnest prayer for the full and speedy recovery of the teacher, soldier, statesman, whose career so fully vindicates American institutions and affords so illustrious an example of the possibilities of American citizenship.

MRS. MARY D. HICKS,
E. M. ABELL,
A. M. BROWN,
} *Committee.*

FRANCIS P. LANTRY, *Chairman.*

The excursion as previously announced came off on the 8th inst., and was decided to be an immense success by the teachers who participated. While *en route* to Lake George occurred

THE CAPTURE OF TICONDEROGA.[1]

JULY 8, 1881.

Scaling a fortress where brave men have bled
When the heavens as brightly were beaming,
O'er soil made heroic by deeds of the dead
With whose memory thought are now teeming;

This hot July day—not like that when the snow
Showed the tracks of John Stark[2] and his rangers,
As they charged on the French, getting back blow for blow,
Daring death and captivity's dangers;

And the scene—quite unlike when the Iroquois[3] tore
The scalps from the panic-struck foemen,
The snow-whitened turf growing red with the gore
That to France seemed a favoring omen.

---

[1] The French under Dieskau began the fort in the early spring of 1755, calling it Carillon (chime of bells).

[2] In January, 1757, John Stark, with seventy-four rangers turned the post, capturing seven French, but barely escaped from the attack of the pursuing force.

[3] In March, 1758, a year of famine, the Indians waylaid 200 English rangers in this vicinity, and brought back 146 scalps and three prisoners.

Principal H. K. Clapp moved ... ...ardly chief
vote of thanks for vetoing ...
Laid upon the tabl... ...came to their grief
A. M. Kello... ...French pickets,
Journalism ...
Comm... ...when again and again,
paper o... ...repelling,
Sup... ...cheered on his men
W... ...and telling.
fail... ...ribbons, grave, pensive, and gay,
ar... ...mixed in, and mustaches,
...crest in imposing array,
...cannon emitted death flashes;

Where Amherst[3] the victor of Louisburg, passed
When the French magazine had exploded,
While Bourlamarque's troops gathered anxious and fast
As the waiting flotilla was loaded.

We enter the ditch, now a hand-to-hand fight,
As up the steep ramparts we're climbing;
What order! good gracious! can this be our right
Where the clatter of small talk is chiming?

Hurrah! we have won; not a single man lost
So far as our eyes may discover,
Though some receive wounds, as they'll find to their cost,
From which they may never recover.

The heat—how oppressive! ah, some fallen out—
Too tired, of course, none too lazy!
Louise is enacting the part of a scout!
And Laura has captured a daisy!

Now into the bomb-proof and down the east way,
Where once in the gray of the morning,
Brave Ethan[4] brought Freedom's opressors to bay
And seized Delaplace without warning.

Behold! how the wild grape has covered the rent,
Which grape of a deadlier growing,
The vintage of blood pressing out as it went,
May have shaped, on its death-errand going.

The south side is down, but a vestige remains
Of echoing wall or embrasure
That heard the foe's cheers o'er their ill-omened gains—
Heard Riedesel, Phillips, and Frazer,

Those deadening echoes from out the far past,
When St. Clair[5] shunned the shells from Defiance,
When the sky of our freedom with clouds was o'ercast,
And hope was the Nation's reliance;

Or Liberty's tones, when Brown,[6] bold and rash,
With Burgoyne facing sad Saratoga,
Bagged British and guns at one resolute dash
By these walls of Old Ticonderoga.

Now a cheer let us give for the heroes of old,
Whose deeds made this headland immortal,
And whose names in the books of the brave were enrolled
When they mustered at death's gloomy portal.

May we fight our battles as bravely as they,
Giving quarter to no melancholy,
But loyally doing our part of the fray
Against ignorance, evil, and folly.

---

[1] July 6th, 1758, Lord Howe was killed.
[2] July 8th, 1758, Montcalm, 3600 strong, defeated Abercrombie with 15,000 men.
[3] July 23d, 1759, Amherst captured the post, the French under Bourlamarque retreating.
[4] May 10th, 1775.
[5] July 5th, 1775.
[6] September 18th, 1777, Colonel John Brown, of Pittsfield, surprised the British outposts at Ticonderoga, freed 100 American prisoners, and captured 300 British with a large quantity of cannon and stores.

ALBERT B. WATKINS.

The following officers were elected for the ensuing year: President, Albert B. Watkins, Ph.D., Adams; Vice-Presidents, Levi S. Packard, Saratoga; Charles T. Barnes, Little Falls; Kate B. Emerson, Plattsburg; Charles E. Surdam, Port Washington; Corresponding Secretary, M. M. Merrell, Elmira; Recording Secretaries, Hyland C. Kirk, Phelps; George Griffith, New Berlin; Treasurer, Charles O. Roundy, Moravia.

ALBERT B. WATKINS.

Albert Barnes Watkins was born at Naples, Ontario Co., N. Y., July 8th, 1838. He learned the rudiments at the district school in that village and at select schools taught by William H. Vrooman and Levi G. Thrall. He was fitted for college at Fairfield (N. Y.) Seminary, and graduated from Amherst College in 1863.

In November, 1863, he was married to Miss Martha A. Mather, daughter of Dr. William Mather, of Fairfield, and the fruit of their union is a daughter and two sons. From 1863 to 1867, he taught the Greek and Latin languages at Fairfield Seminary. In 1867-8 he organized and took charge of Dr. Hero's School for Young Ladies at Willow Park, near Westboro, Mass. From 1868-70 he was Vice-Principal at Fairfield, and taught Greek and Higher Mathematics. In 1870 he was elected Principal of Hungerford Collegiate Institute at Adams, N. Y., which was then organized. In 1878 he was elected School Commissioner for the First District of Jefferson County, and was re-elected in 1881.

In 1866 he received the degree of A.M. in course from Amherst College, and in 1874 the degree of Ph.D. was conferred upon him by the Regents of the University.

He has just resigned the Principalship of Hungerford Collegiate Institute, after a service of twelve years in that position, and also the school commissionership, and has accepted the appointment, by the Regents of the University, as Inspector of Teachers' Classes in the academies and union schools of the State.

THE THIRTY-SEVENTH ANNUAL MEETING

of the New York State Teachers' Association, was held in the Assembly Hall of School No. 2, at Yonkers, July 5th, 6th and 7th, 1882.

The session opened with singing by pupils of the Yonkers public schools led by Professor Andrews.

Duncan Smith, Esq., President of the Board of Education, delivered the address of welcome.

"I should discredit the intelligence of our people," said he, "if I should say they did not welcome to their midst this body of educators of the State. To the school flock children of all classes and conditions, and there is no field of human labor but some of these children will enter. The public schools should be schools of morals, of neatness, of promptness, of progress. The teacher has to deal with a multitude of minds, and the intelligence of the teacher must awaken the intelligence of the pupil. Every interest of the State is influenced by the manner in which the teachers of our public schools perform their work. Your mission is a noble one, and we bid you welcome to Yonkers."

Hon. Neil Gilmour, State Superintendent of Public Instruction, made the reply.

"It is my privilege and very pleasant duty," said he, "to return thanks for your hearty welcome. We are pleased to be in this place—so beautiful for situation—with its cool shades, its flourishing manufactures, and its splendid school system. We come quietly but with strong determination that all enemies of the common school system must be crushed. In the words of Garfield, 'Liberty

can be safe only when suffrage is illumined by education.' I trust our coming here will be a mutual benefit. Our mission here is to meet each other socially and to discuss measures of education, to show the importance of our work by the love we bear to it. That person is no friend of education who teaches that education is to take the place of labor. The object of education is to make labor more useful and effective. I am glad that people are beginning to understand that education must be conducted on a business basis. We must prepare to teach just as others prepare for the trades or professions of life. We must take charge of the little ones and educate them to manhood and womanhood. The best legacy a man can leave to the world is a well educated family.

"'Ask why God made so small the gem,
So great and grand the granite?
It is in order that we might
Place greater value on it.'"

Music by pupils of public schools followed.

President Watkins then delivered his address. It was a calm consideration of educational needs, and concluded as follows:

"Fellow-teachers, I have presented to you these ideas, not because I think them new and novel, but because I know them to be old and common, and being old and common they are unheeded. We need line upon line in this matter. I give them to you because I believe that the greatest need of our age and country is not only intelligent but also honest, sober, religious citizenship. I give them to you because I believe that we must deal *more* with the *essentials* and spend *less* time with *non*-essentials; that we must realize more fully than we *have* done the importance, yes, the *necessity*, not only of hygienic and intellectual training, but with it of moral and religious instruction in all grades of our schools as the only firm and permanent basis upon which to rest an American citizenship which, controlling and improving its *present* population, and absorbing and assimilating the throngs that are daily landing upon our shores, shall insure the perpetuity of this nation. Well did Winthrop at Yorktown say, 'Slavery is but half abolished, emancipation is but half completed, while millions of freemen with votes in their hands are left without education.' *This* is the education they need both North and South. *This* is the education the people have a right to demand of the schools. I leave it with you as representatives of the progressive teachers of the country whether this demand shall be met."

An intermission followed, after which ex-Commissioner A. B. Humphrey, of Ithaca, Chairman of Committee, read a report on the Condition of Education.

This report was not a mere re-hash of former committees, and urged the following wants:

"1. Course of study for country schools.

"2. Teachers' institutes lasting several weeks.

"3. Higher qualification for eligibility to commissionership.

"4. A chair of pedagogics, established by the State, in the leading colleges, academies and high schools.

"5. Uniform examinations, or at least uniformity in minimum of requirements.

"6. No indorsement of certificates until they are equal in value.

"7. School year changed to end July 31st, with annual school meeting on the second Tuesday of August.

"8. No school during the six weeks following July 4th.

"9. One trustee elected for three years.

"10. Teachers employed or continued for the entire school year.

"11. Equalization in valuation and taxation in district.

"12. Redistricting and mapping of districts, with provision for permanent records.

"13. Popular lectures in every town to arouse public sentiment in rural districts.

"In closing we wish to call attention to the general condition of education by a comparison of the more recent tendency of education as contrasted with the old. The old idea was to cultivate the memory and to store the mind with facts. The new education aims not so much at memorizing as at educating the senses and training the intellect. Its great aim is the development of the powers of the individual, to teach man to observe, think, reason, to discriminate wisely and act justly. We believe that this is the education that will give us the best citizens and the best government.

"Respectfully submitted,

"A. B. HUMPHREY, } *Committee.*"
"J. W. BABCOCK. }

Principal F. J. Cheney, of Kingston, while complimenting the report, said that there were certain facts which were not complimentary to schools and teachers:

"1. Falling off in common school attendance. 2. The comparatively small attendance of teachers at educational gatherings as illustrated here to-day.

"The small progress and most of the defects noticeable in education are owing to:

"1. The fact that officials are not sufficiently interested. 2. The fact that teachers are not independent enough in regard to methods and matters of school work. 3. The fact that teachers are not sufficiently interested in their work to make it a profession. 4. The fact that our institute work is not sufficiently extensive. We should have more institutes, they should be conducted a longer time, and attendance thereon should be made compulsory by law."

Editor A. M. Kellogg urged the necessity in discussion of limiting the remarks to single points. He regarded one thing as being specially important, that a course of study should be laid down by the proper authorities for common schools—country schools.

Mr. Barker, referring to that part of the report treating of the Regents' Examination, said:

"I am not opposed to the Regents' Examination; for examination is the only way to find out what people know. Yet the matter of these questions is often questionable. He referred to the questions in geography on the counties, on which his pupils had failed."

MR. BUEL. Mr. Barker ought to have taught his pupils before they were examined, and they would not have been found wanting.

Principal I. F. Young, of New Rochelle, alluding to the practice of fattening turkeys in France by cramming the food down their throats, deprecated such methods in education.

Miss Sarah M. Arnold, of Syracuse High School, desired to ask of those who were experienced in the matter, the effect of using the Regents' Questions.

A speaker denounced the questions as injurious.

Principal Barhite, of Kingston, said:

"I believe in the judicious use of the Regents' Examination Questions, though I am quite willing to admit that when they are misused, either through ignorance or design, the results may be disastrous."

Principal J. H. McKee, of Franklin, spoke of the small results received from the normal schools. If the money appropriated for normal schools were applied to raising the wages of teachers actually engaged in the work, it would be an advance. He urged the Association to take some action tending to this end.

Report of Committee on Near-sightedness in Schools was read by Principal C. J. Buell, of Boonville.

The report recommended avoiding fine print and not doing work by insufficient light, especially artificial light; also that school-rooms should be lighted from the sides. Bad ventilation was also cited as a cause.

The report was accepted and the Committee discharged.

Report of Committee on Exhibit of Drawing was read by Miss Caroline E. Powers, of Cooper Union, New York.

A duet from Maritana, by Mrs. May and Miss Patrick, followed.

By request, H. C. Kirk read a poem upon Washington Irving.

Wallace Bruce, of Poughkeepsie, delivered an address on Washington Irving. He said Cervantes, Irving and Dickens, in a literary sense, were first cousins, and Don Quixote, Knickerbocker and Pickwick should occupy the same shelf in our library. The beautiful streams of Scotland are no more indebted to Robert Burns and Walter Scott than was the valley of the Hudson to Washington Irving. With pointed satire he referred to the fact that Sunnyside, the classic home of the gentle writer and model of honesty, had passed into the hands of Jay Gould. Mr. Bruce spoke for an hour, but he did not weary his audience. His thoughts were lofty, his words chaste and forcible, and his manner graceful. His address was the best tribute to Irving we ever heard, and brought the proceedings of the first day to a very pleasant close.

The report on Industrial Exhibit was presented by Professor H. H. Straight, of Oswego.

"There is a growing feeling among the students of industrial problems that our whole conception of education in general and of industrial training in particular needs revision and enlargement.

"This principle is based upon such easily observed facts as the following:

"1. Paupers are on the increase.

"2. Our schools too often educate their pupils out of harmony with their environment, thus justifying the charge that education (falsely so called) unfits its possessors for useful industry.

"3. The simpler and less important positions in the world's workshops are as a rule greatly overcrowded, while in the upper stories there is a vast amount of unoccupied space.

"4. The work done in the lower stories is often exceedingly shabby.

"5. Many who aspire to the upper stories fail to enter, or if they apparently enter, soon end in failure.

"6. The chosen few who truly enter and build up magnificent industrial fabrics with the splendid fortunes which such fabrics imply, fail to educate their children to carry on their good work or to do work of similar value in some other department of useful industry.

"7. A whole community of prosperous workmen may be well nigh reduced to beggary by the coming of some new invention, or by change in the fortunes or tastes of consumers.

"8. When old industries are swept away and new ones established on the wrecks, there is usually little power on the part of workmen to adapt themselves to the new conditions.

"9. The relentless law of the survival of the shrewdest and most unscrupulous instead of the Christian law of mutual consideration and co-operation too generally prevails among individuals and all kinds of human organizations.

"That all education should be industrial and that everybody should be industrially educated, we believe to be a perfectly tenable proposition.

"For one to be industrially educated he must be in possession of the following elements:

"1. An industrial disposition, which leads to a cheerful and even happy devotion to some chosen employment, as the avenue through which to make his contribution to the world's wealth.

"2. Industrial knowledge—such general and special knowledge as will put him in possession of the best human experience in the direction of his chosen vocation.

"3. Industrial power—such a development of physical, intellectual and artistic power as will remove as far as possible the chances of failure, and by giving a just consciousness of strength will enable him to work always with the hope and

expectation of success. Will not all admit tl at it is at least desirable that such education should become universal?"

Remarks by Professor Felix Adler, of New York.

He approved the report.

He did not regard existing evils as menacing.

"A few years ago a society was formed in New York, the object of which was to benefit their fellow-men. We began with working-men of the lower classes. We found we could do nothing because they were not sufficiently educated. Accordingly we began anew, with the design of bringing up the educational status. We began with the young children. We have a Kindergarten, a fine building, and funds.

"The term 'industrial education' is apt to be interpreted wrong; it should be, not education for the sake of work, but work for the sake of education.

"There is no means of education more neglected than work.

"Industrial education includes physical education, which means something more than physical exercise.

"Develop the eye and hand.

"Teach the production of form in drawing so that pupils may not only be able to copy, but to make working drawings.

"Make the drawing instruction more real."

The professor explained the various kinds of drawing. All kinds must be supplemented by educational training of the hand and eye.

He denounced empirical training, the introduction of carpenters, printers, or other mechanical workmen into the schools.

He emphasized the necessity of some principle of selection in the industrial work to be done in the schools.

In answer to the question, What pupils were admitted to the Model School? Professor Adler replied that most of them were taken from the streets of New York, and hence the experiment is tried with what is generally the worst material.

Instruction on Temperance was treated by Mrs. Mary H. Hunt, of Brooklyn.

She denounced small beginnings in drinking.

She read the Resolutions of the National Medical Association, at St. Paul, Minn., condemning the use of alcoholic beverages.

"When physicians prescribe quinine, aconite, etc., the patient takes the medicine until the symptoms abate, but when he prescribes beer, whiskey, or wine, the patient forgets to stop the medicine, but thinks the prescription was for life.

"You say, 'Appeal to the parties.'

"A man bought a quantity of whiskey. It was legally sold, legally bought, legally drunk, and I ask you if he wasn't legally drunk, and yet that man was arrested.

"Political parties, it is said, only learn valuable lessons at times of retirement. Is this true of the Democratic party?

"I am glad we women have nothing to do with these license laws, legalizing liquor-selling, for men would say, 'That is just like the women.'

"'Appeal to the papers!'

"An appeal to the papers would be as fruitless of results in this work as an appeal to the parties.

"'Shall we go to the church?'

"Flocks of emigrants crowd our country. To them, liberty is license. They do not attend our churches. This institution does not and cannot reach thousands of them.

"The school is the one American institution that reaches all classes; hence, why should not the school teach abstinence from this curse? Teach it in the line of hygiene influence if no way else.

"Minnesota has a State law compelling instruction, upon this subject, in its public schools.

"The doctors, ministers, and others are demanding of the teachers help in their work. So we, the temperance workers, ask, nay, beseech help from you teachers."

Superintendent Nichols announced the excursion and dinner at Coney Island provided by the citizens of Yonkers and the publishers of New York.

Principal A. W. Norton, of Elmira, read a paper on What is the Practical in Education?

"Education is the development of the powers of man. In its broadest sense it is evolution. It is surrounding the child with conditions such as shall tend so to act upon his constitution as to produce the highest results. That constitution is threefold, physical, mental and moral. In the order named, each element forms the basis for the next, and conditions it. Notwithstanding apparent exceptions, the highest manifestations of mind are looked for in connection with the finest nervous organization; the deepest convictions of moral truth and the sublimest faith in connection with the keenest intellectuality. To-day the man of God wisely exhausts, as far as lies in his power, the inspirations of intellectual life that the higher life may expand untrammeled by superstition. In turn the spiritual renders possible the highest intellectual life, the intellectual, the physical, each branch of the tripartite nature thus conserving the others. All the manifestations of mind can be grouped into a very few classes. The several capacities to act in these specified directions are called mental faculties. These faculties, germinal and common to all human beings normally constituted, do not grow with the body, but are developed by exercise. Remember the steps to prepare you to *train* pupils are, first, to recognize the mental powers in yourself; second, through this to recognize them in others, and, third, through *these* to throw them into activity in others."

Professor James M. Cassity read a report on Improved Methods in Education. The following extract may indicate the suggestive character of the entire report:

"Methods can do much, but the spirit that pervades them much more. One may be called a good teacher who produces good results and who may produce good results in spite of any system of methods. Every teacher must be a living exemplification of what he would produce by his work. To teach how to think requires a thinker. To impress culture requires a cultivated person. A boor would not succeed as a teacher of polite manners.

"It will be readily apprehended that the data with regard to the first factor are but little known. As to the second, namely, the means employed, much more has been done, but by the empirical rather than by the scientific method; hence, the great variety of conclusions which have been reached. No two original investigators have arrived at the same conclusion, either as to the natural order of studies or as to the educational value of them, purely from the fact that their starting point has been principles assumed and not facts observed. The third element, the child, is the most difficult to comprehend, and the study of the child can never be referred to axioms assumed, but must only be brought about by data gleaned along special lines by special observers."

Discussion of report opened by Principal Buell, of Boonville. "Just in proportion as man becomes most acquainted with nature, just in that proportion he becomes nearer to knowing the best methods. The English language should receive more attention in our schools."

MISS WINNE, Albany. Does success lie in methods or in the teacher? The condition of the child we are teaching demands individual teaching. Until we know the calibre of each individual mind, we cannot teach successfully, we fail in pursuing the most direct line of work. Individuals are more than methods. How shall we learn the condition of pupils?

Superintendent Barringer, of Newark, N. J., said, alluding to Miss Winne's remarks, "Ladies naturally prefer to teach individuals." [Laughter and applause.]

MISS S. M. ARNOLD, Syracuse. Is that the reason why gentlemen are so likely to hire lady teachers?

MISS WINNE. The gentlemen would intimate that ladies are most likely to regard minutiæ as though they were not capable of grasping generalities.

Hardly two minds can be treated in the same way, and it depends upon the teacher whether just discrimination be made.

SUPERINTENDENT BARRINGER. I once asked a large body of teachers, "What do you understand teaching to be?" Not one could answer. [A voice. That was in New Jersey.] Yes, it was in New Jersey, but I found it worse in New York. "Affording opportunities for the operations of a child's mind," is my definition for teaching. Mr. Barringer quoted from Garfield, in substance, that "Teachers are more than buildings."

Resolution offered by Principal Pratt concerning temperance instruction in the public schools. Referred to Committee on Resolutions.

The Association was then entertained by a solo, Judith, by Miss Jessie Austin, of Yonkers.

Advancement of Education was discussed by Principal Morgan, of Potsdam.

He would have more union among teachers.

So far as methods were concerned, he believed no two pupils could be taught exactly alike.

He believed in teachers' associations, educational journals, union of sentiment, union of effort.

Advancement can only be secured by each one doing his work as best he can, and not by disparaging the work of another teacher in some other branch of the common work.

Principal Wilson Palmer, of Oyster Bay, in discussing this report, said that there were three cheering evidences to his mind of an advanced movement all along the line of the professional work of the teacher.

"1. Scholarship was no longer being measured in any large way by the numeration table.

"2. Greater accuracy was being insisted upon in the keeping of school registers.

"3. Our text books in the public schools were no longer regarded as inspired. An intelligent questioning spirit on the part of the pupil is now regarded in no way heterodox"

A paper entitled How may the Common Schools be Improved? was then read by Principal A. M. Brown, of Barnard's Crossing.

He argued that the schools can be improved (1) by improving the system; (2) by improving the teachers; (3) by improved supervision; (4) by improving the moral sentiment, that will demand better schools, better teachers, better work, better results, and sustain the efforts to produce them.

Commissioner C. E. Surdam, in discussing this paper, suggested the following:

"1. Let the teacher make himself the most important man in the district, by helping on every worthy enterprise, by becoming acquainted with the people.

"2. By spending more of his school time in reading and discussing the events of the day, and by seeing to it that his pupils are supplied with an abundance of such reading matter as will induce them to discard the trashy, pernicious, cheap literature, which is now so popular.

"Finally, let the teacher be filled with love for his work, and for his pupils, let him care less for drill and dollars, and our schools will again take a high place in the hearts of the people."

Senator Miller addressed the Association on Education as a Department of Government. He reviewed the Greek and Roman systems of education, the influence of Christianity, and the Reformation, and then took up the rise and progress of education in the colonies and New York State. He advocated higher education by the State, and also compulsory education. In conclusion he urged the necessity of intelligence and morality and for thorough conscientious work on the part of teachers.

A selection from Dickens's Nicholas Nickleby was read by Professor H. A. Williams, of Albany, who, in response to an encore, gave The Bald-Headed Man.

The Necrology report was read by Principal Roundy.

In the absence of Conductor John Kennedy, his paper upon How can our Institutes be Improved? was read by Conductor R. E. Post. The conclusion was:

"Let all attend the Teachers' Institute to hear the purposes of teaching unfolded, to hear the principles of teaching expounded, and to see the most approved processes of school work. Let the older teachers go forth from the Institute to put into daily practice the principles which have met the approval of their reason. Let the younger teachers go from the Institute to the county normal schools and learn under their special guide to put into practice the principles they have heard."

Commissioner L. B. Newell, of Westport, discussed the report.

"The manner in which the question is stated implies that our institutes admit of improvement. We teachers lay the defects in our schools upon everybody but ourselves. We should act upon the principle of a good physician. We need unity in methods of work by teachers. The institute conductors are generally qualified to guide to this unity of method. In them, we should have confidence. They are the physicians who should diagnose the case and prescribe such medicine as they find necessary."

Hon. J. W. Dickinson, Secretary of the Massachusetts Board of Education, read a paper upon The Limits of Oral Teaching.

"Oral teaching does not mean talking or lecturing or pouring knowledge from one mind into another; nor does it mean freedom from hard and systematic study by the pupil himself. The oral teacher directs the student in the exercise of his faculties, and then requires him to think his own thoughts and perform his own acts. He is careful to observe the laws of human development, by contenting himself with simply establishing the conditions of right activity, and then he leaves his pupils to engage in an independent struggle for their acquisitions.

"Books in abundance may be used, and lectures may be given, but they are to be used to call the mind of the student to a fresh and more thorough study of what has before been taught; they are not to be used as the original sources of knowledge.

"In the sense in which I have considered the subject, and in the sense in which those who have made teaching a successful study consider it, there is no limit to which oral teaching, as a method of teaching, should be subjected."

A discussion followed in which Mrs. Maria Kraus-Boëlte said: "It would be my desire to have a kindergarten established in every family."

Professor John Kraus made a unique and interesting speech in which he defined a miracle as a stick with one end.

The Committee on Resolutions reported:

1. *Resolved*, That the money now spent for *district* libraries should be applied to *reference* libraries to be kept in the school-room under the charge of the teacher.

2. *Resolved*, That no one should be eligible to the office of School Commissioner who has not had at least three years' successful experience as a teacher within ten years next preceding his election.

3. *Resolved*, That we appreciate the importance of educating the children with regard to the evils of intemperance, and advise teachers to exert due influence in securing such instruction.

4. *Resolved*, That, aside from the regular County Institute, there should be, *wherever asked for*, county normal institutes of not less than one month each.

5. *Resolved*, That in the growing attention to a kind of education that fits pupils more efficiently for the *handicrafts* as well as the *professions*, the Association recognizes a demand of the times and recommends the adjustment of our public school system to that end.

APPENDIX.

Gideon Hawley, H. H. Van Dyck, Abram B. Weaver, Neil Gilmour, Samuel B. Ruggles, Frederick S. Jewell, Jonathan Tenney Esmond V., De Graff, Miss Minnie Sherwood, Miss Flora Parsons, Mrs. Nellie Lloyd Knox, A. J. Robb, Charles T. Barnes, Warren Higley, David B. Cruttenden, Mrs. D. B. Cruttenden, Charles T. Pooler, Henry C. Northam, John Kennedy, John H. French, Francis P. Lantry, David P. Page, Malcolm McVicar, John W. Armstrong, George R. Perkins, David H Cochrane, Joseph Alden, Charles D. McLean, Henry B. Buckham, Francis B. Palmer, James M. Cassety, William J. Milne, T. J. Morgan, Edward P. Waterbury, J. B. Wells, Oscar F. Stiles, Edwin A. McMath, Sidney G. Cooke George V. Chapin, Edward Wait, George T. Crumby, John V. L. Pruyn, Erastus C. Benedict, Henry R. Pierson, David Murray, D. J. Pratt, Alonzo Flack, George R. Cutting, Sherman Williams, F. W. Towle, George A. Bacon, Joseph E. King.

GIDEON HAWLEY.

Mr. Hawley was born in the town of Huntington, in the State of Connecticut, September 26th, 1785. In the year 1794 his parents, Gideon Hawley and Sarah Curtiss, removed to Ballston, in the county of Saratoga, in this State, where they remained until 1798, when they once more changed their residence to the town of Charlton, in the same county, only a few miles distant from Ballston.

The father was a farmer in moderate circumstances, and the son remained at home working on the farm until 1804, when he was sent to the Academy at Ballston to be fitted for college, under the direction of Rev. Dr. Perry. He entered Union College in 1805, and graduated in 1809, after a highly creditable career of study. The venerable Rev. Dr. Van Vechten, of Schenectady, for many years one of the trustees of Union College, was his classmate and roommate during his college course, and at the funeral of his departed friend spoke of him in warm terms of respect and affection. Mr. Hawley remained at Union College as a tutor for about one year, and during the same time pursued the study of the law with Henry Yates, a brother of the late Governor Yates, then in full practice at Schenectady. He was, however, destined for the ministry of the Presbyterian Church, and commenced his theological studies under the direction of his family pastor. The Calvinistic doctrines which mark the confession of faith and the catechisms of that church soon presented themselves, and he freely consulted with his teacher as to his doubts and difficulties in regard to them. The explanations he received were not satisfactory, and with that high moral tone which marked his whole career, he determined not to profess a creed which he could not conscientiously stand by. He at once abandoned his theological studies and resolved to resume the law. For this purpose he entered the office of Bleecker and Sedgwick, of Albany, both distinguished members of

the bar of that day, and was admitted to the Supreme Court in 1812. He determined to seek his fortune in the western part of our State, then known as "the west," and had reached Auburn, in his horseback journey, when he heard, most unexpectedly, that he had been appointed State Superintendent of Common Schools, an office then recently created by the Legislature. He at once returned to Albany, and accepted the appointment. The salary attached to the office was very small, only $400 per annum, and Mr. Hawley found it necessary also to enter upon the practice of his profession. He did so in partnership with Philip S. Parker, Esq., a lawyer highly esteemed in professional and social life, and who subsequently became Recorder of Albany.

Says a journalist, speaking of this period of Mr. Hawley's career: "He addressed himself with great earnestness to his work. A system was to be organized; interest in public schools was to be excited; laws were to be drafted, and the Legislature to be influenced for their passage. He proved himself equal to the work. His sound judgment, incorruptible integrity, and zealous devotion to the cause intrusted to him, secured the confidence of the Legislature to such an extent that, on the consideration of an important law, he was called upon the floor of the Assembly to answer inquiries and explain its provisions. He was emphatically the father of the Common School System of the State."

Mr. Hawley retained office till February 22d, 1821, when, by reason of political changes, he was superseded. This act is referred to by Mr. Hammond in his Political History of the State of New York, and is warmly denounced. The Legislature, however, in April of that year, abolished the office, and transferred its powers and duties to the Secretary of State, who then became, *ex officio*, Superintendent of Common Schools.

On March 25th, 1814, he was appointed Secretary of the Regents of the University. The duties of the Board were constantly increasing with the advance in the population and wealth of the State, and Mr. Hawley entered upon his secretaryship with his usual zeal and devotion. He resigned this office in 1841, having held it for the long period of twenty-seven years, when he was succeeded by one of the most distinguished sons of our State, that well-known and accomplished scholar, T. Romeyn Beck

In 1842 Mr. Hawley was appointed by the Legislature *one* of the *Regents*, and continued a member of the Board until his death.

In 1818 Mr. Hawley was elected one of the Trustees of the Albany Academy. He was also one of the trustees named in the charter of the Albany Female Academy.

On the organization of the State Normal School, in 1845, Mr. Hawley was appointed one of the executive committee for its care and management. He was also for fifteen years one of the Regents of the Smithsonian Institute, at Washington. He held various positions in the line of his legal capacity, such as Master in Chancery, Taxing Master, Secretary of the old Albany Insurance Company, Railway Director, etc.

Mr. Hawley was married October 19th, 1814, to Margaret Lansing, a member of one of the most respected Dutch (Holland) families of the city, a woman who combined great excellencies of character with marked simplicities of life and the most exemplary piety.

Some ten years before Mr. Hawley's death, disease seized upon him, and he suffered till called away with an internal complaint which, for a large portion of the time, gave him the most excruciating pain. He died July 17th, 1871.

HENRY H. VAN DYCK.[1]

On the second Tuesday of February, 1867, the Hon. Henry H. Van Dyck, of Albany, was elected on joint ballot of the Senate and Assembly, Superintendent

[1] This sketch is taken from Randall's Hist. of the Com. Sch. System of New York.

NEIL GILMOUR.

of Public Instruction. At the time of his election Mr. Van Dyck was one of the editors and proprietors of the *Atlas* newspaper, published in Albany. He had previously, while a resident of Orange County, occupied the position of State Senator from the district of which that county formed a part. He was a man of superior abilities, inflexible integrity, unassuming manners and fine social qualities. Honest himself, he had little toleration for dishonest practices on the part of any of the school officers placed under his supervision ; and destitute himself of all pretension, he availed himself of every proper opportunity fearlessly to expose and rebuke *shams* of every description, whether in high or low places. After an administration of the department for five years, he resigned his position for that of the head of the Banking Department, from which he was promoted by President Lincoln to the responsible post of Assistant Treasurer of the United States at New York.

ABRAM B. WEAVER.

Abram B. Weaver was born in the town of Deerfield, Oneida County, N. Y., where he still resides, December 18th, 1830. He is of German descent, and some of his ancestors were among the first settlers in the Mohawk Valley. He was educated in the common school, the Utica Academy and Hamilton College. During his senior year he studied law under Professor Theodore W. Dwight, and after graduating in 1851 continued the study in the office of Spencer and Kernan in Utica. He was admitted to the bar April 4th, 1853.

In the year 1856 Mr. Weaver was elected to the office of School Commissioner for the first district of Oneida County by the Board of Supervisors, when the law creating that office was put into operation, and at the first popular election to the office he was chosen for a second term.

In the years 1863, 1864 and 1865, he represented the First Assembly District of Oneida County in the Legislature. In the last-mentioned year he was the Democratic candidate for Speaker.

For three years following, Mr. Weaver was actively engaged in the practice of his profession in the city of New York.

He was chosen as one of the first Board of Trustees of Cornell University in April, 1865, when that institution was organized, and subsequently became a trustee *ex-officio*, as State Superintendent of Public Instruction.

In April, 1868, he was elected by the Legislature to the office of State Superintendent of Public Instruction, and re-elected in 1871, serving two terms. He was also the candidate of his party in 1870 for representative in Congress.

Since his retirement from the Department of Public Instruction, Mr. Weaver has been out of public life, and has found pleasure and sufficient employment in devoting his time and energies to affairs pertaining to his rural home.

NEIL GILMOUR,

for nine years Superintendent of Public Instruction in the State of New York, was born at Paisley, Scotland, in 1840. His father was the factor or business agent of a landed proprietor, and collected the rents of an extensive estate. The son fitted for college at Nelson Institute, Paisley, and impelled by that aspiration which often actuates young men to seek out new fields of labor, came to America at the age of sixteen.

He had designed finishing his college course, and accordingly entered Union College and graduated in the class of 1860, Hon. Warner Miller, President Potter, and others who have since attained eminence being among his classmates.

Mr. Gilmour taught for a time in the vicinity of Ballston Spa, where he resided, studying law in connection with his school work. He was elected to the office

of School Commissioner for two terms in Saratoga County. He is the only man of foreign birth who has held the office of State Superintendent, and also the youngest, having been but thirty-four at the time of his election.

Says a former biographer: "There have been two great crises in the life of Neil Gilmour; first, when he decided to come to America: and second, when he decided to become a candidate for his present office. Faith and its fruits. That faith in the excellence of our free institutions which is an impelling faith; and that force of character and determination which enable the possessor to grasp and use those institutions."

Mr. Gilmour's career as the highest educational official of the State was markedly those manly qualities for which he is personally known, carefulness in estimating, promptness in executing, and especially a cordiality of manner which universally gained friends. The "Cortland Controversy" has been referred to in a former part of this work.

That Superintendent Gilmour was not actuated by a mere partisan spirit in that affair, would appear from the fact that his actions in the outset, according to authorities consulted, seemed to him necessary under the laws of the State. The plea that ill-will toward Dr. Hoose was engendered because the latter had advocated another person than Mr. Gilmour for Superintendent, is not entertained by the friends of Mr. Gilmour. His sense of justice is too keen for him to be actuated by mere animus, and while accepting the results of this "Controversy," as every law-abiding citizen should, he believes there is little reason for exultation on the part of any one until the relations of State and local officers are more definitely fixed. The indefiniteness of the law bearing upon the case had much to do, doubtless, with prolonging it.

We never knew a Scotchman yet who was not proud of his native land; and Mr. Gilmour is a marked example of that patriotism which, striking its roots deep down in the memories of early youth, yields the greater strength and fragrance in manhood's experience. Proud of his own country, yet conscious of its defects, he cherishes with the greate fervor the land which guarantees equal justice to all, the land of his adoption.

SAMUEL B. RUGGLES.

The present Superintendent of Public Instruction in New York State, is a native of Bath, Steuben County, in this State, where, at the age of thirteen, he commenced to learn the printer's trade in the office of the *Constitutionalist;* he continued at that business in printing-offices in Bath, Corning and Canandaigua until 1845, at the same time pursuing his studies. He then entered Hamilton College, and graduated in 1849. After graduating he became editor and proprietor of the Atlanta (Ga.) *Intelligencer*, and continued as such until 1857, when he came North and entered the Law School of Hamilton College under Professor Theodore W. Dwight, and afterward studied law in the office of the late Judge C. H. Doolittle, in Utica. From 1859 to 1875 he successfully practised law in Bath. In the latter year he was elected to the Assembly from Steuben County, and re-elected the following year. His career in the Assembly was marked by ability, care and integrity. In 1880 he was selected by Attorney General Schoonmaker (Dem.) as his first deputy, and was retained in the same position by Attorney-General Ward (Rep.). In every office he has held Mr. Ruggles has been a faithful, able and conscientious public servant; and many of his written opinions, when representing the chief law officer of the State, are model documents both as to their literary construction and judicial character. With Mr. Ruggles as Superintendent, our educational institutions must be regarded as in entirely competent hands.[1]

[1] From a sketch in the Rochester *Union* and *Advertiser*.

ESMOND V. DeGRAFF,

prominently known as an educator in the States of New York and New Jersey, and at present engaged in institute work in North Carolina, is a native of Ontario County, New York. To the common school in his native place near the little village of Reeds' Corners, and more especially to the excellent facilities afforded by Canandaigua Academy does he owe his early training. But to a native aptitude for teaching, an enthusiasm which carried the learner irresistibly with him, more than to anything else probably, does he owe his success as an educator.

He began the work of instruction at an early period, and his entire life, with the exception of a term of service in the army, where he was Hospital Steward of the Thirty-third N. Y. S. Volunteers, has been spent in educational labor. His experience has been somewhat varied, and includes the country district school, the city graded school, the management of academic and union schools, conducting teachers' institutes, and superintending city schools. He was manager also of a military institute at Rochester, N. Y., for several years. He was Superintendent of the Paterson, New Jersey, schools for three years prior to engaging in his present work. Professor De Graff is author of The School-Room Guide, published by C. W. Bardeen, and several other works.

CHARLES T. BARNES

was born near Sauquoit, N. Y., September 7th, 1836. Attended district schools and Sauquoit Academy during boyhood. Prepared for college at Whitestown Seminary, then under the care of Professor J. S. Gardner. Afterward engaged in business for about two years, then commenced teaching in country schools. In 1865 was appointed Principal of a large grammar school at Little Falls. In 1869 became Principal of the Mohawk Union School, where he remained nine years. In 1875 he was first employed, during vacations, in teachers' institutes by Superintendent Gilmour. After leaving Mohawk he conducted institutes steadily for three years, but resigned that work upon being appointed Superintendent of Schools at Little Falls. Since then he has assisted each year in the institute work in the State, in addition to his regular work as Superintendent of Schools. Superintendent Barnes has had over twenty years of experience as an educator. He has been a student during all these years of teaching, and has read much of professional literature, beside covering a wide field of general reading. He is married and has three children.

JUDGE WARREN HIGLEY.

To be the teacher of a district school at $14 per month and board 'round, was the ambition of many a poor farmer's son in central New York, thirty-five years ago. In those days the school teacher ranked in honor second only to the pastor, and while he was boarding in the family his allotted days, according to the number of children sent to school, he was treated as an honored guest, *fed* with the best meals the mother could get up, and *slept* in the *spare chamber*. The desire to attain this distinction brought into activity the best energies of the boy and the girl, and the thorough mastery of the common school branches, together with a good knowledge of the district library, were considered the necessary preparation to enter some academy for the "finishing touches," before assuming the grave responsibilities of the head of a country school.

Warren Higley was born at Genoa, Cayuga County, N. Y., and passed his youth as a farmer boy near Auburn, working on the farm in summer from ten years of age, and attending the country school in the winter, where at the age

of fourteen he was considered the best boy in school. After two terms in the Auburn Academy, he was engaged for the winter school at Aurelius Centre, three miles west of Auburn, a place then known as "The Half Acre," formerly designated as "Hell's Half Acre," a name well calculated to arouse grave apprehensions in the mind of the young master. Besides he was told that the "large boys" had turned out two teachers the winter before, and the summer school had been broken up by dissensions in the district. He entered upon his duties with a determined spirit, and though forty-seven pupils crowded into the little stone school-house—with its desks against the wall—ranging in age from six to twenty-five years, he had no trouble in the management, and before the winter was over could boast of having the banner school of the town. Before the term was out he was engaged for the next winter at an advance in wages. He then determined to work his way through college, and prepared at the Auburn Academy under Professor Rufus Sheldon, now of the Collegiate Polytechnic Institute, of Brooklyn, N. Y.

In 1858 he entered the Freshman Class of Hamilton College, but took charge of the boys' department in the Auburn Academy, with Professor Sheldon as principal, and kept up the studies of his class.

He was also appointed teacher in the Auburn State Prison, where he instructed the prisoners from 6 to 8 o'clock in the evening. Having entered college with but forty dollars ready money, and no one to call upon for financial aid, he was enabled through the savings of this year to pay most of the expenses of his college course. In the fall of 1861, while in his senior year, he was appointed School Commissioner of the Second District of Cayuga County, to fill the vacancy caused by the resignation of the Rev. William Hart, who entered the army as chaplain of one of the Auburn regiments. He discharged the duties of commissioner, and kept with his class in college, graduating with honor in July, 1862. He continued as commissioner until the summer of 1863, when he succeeded David L. Parmelee as Principal of Cayuga Lake Academy, at Aurora, N. Y., which position he filled for three years, when he resigned to take charge of the public schools of Auburn. The Board of Education had determined to reorganize their district schools and to complete the system by establishing a high school. For this difficult and important work their choice fell upon Professor Higley, who had made Cayuga Lake Academy famous by his three years' work, and they elected him Secretary of their Board, to take charge of the schools as Superintendent, and to organize and be the Principal of the High School. He took hold of the work and carried it through with characteristic energy and marked success. He graded the district schools, and directed the work to be done, arranged the curriculum of studies for the High School, making a four years' course, and took personal charge of it. Like all new movements in education this at first met with vigorous opposition. The old academy struggled hard against the new order of things, but at the end of one term it had no pupils with which to continue the struggle, and the property came to the Board of Education, who remodelled it and moved the new High School into possession. The new order of things was firmly established, and the system made very popular with the people.

At the end of two years Professor Higley was induced, by the flattering financial offers of Colonel E. B. Morgan, President of the Trustees of Cayuga Lake Academy, to resign his position in Auburn and return to Aurora. As an index of his success at Auburn, when the fact of his resignation was made known, prominent citizens who were patrons of the schools offered to add five hundred dollars per year to his salary, if he would remain.

He remained at Aurora two years, when he was invited to take charge of the West High School of Cleveland, Ohio. Wearied by the cares of a boarding-school, and somewhat broken in health through an affection of the throat and overwork, he thought a change of climate advisable, and removed to Ohio. His success as Principal of the Cleveland West High School attracted the attention

of the school men of Ohio, and at the end of the year he was elected to the position of Superintendent of Public Instruction of Dayton, Ohio, which position he filled for two years.

In the summer of 1873 he went to Europe, where he spent about six months. Having letters of introduction to the ministers of education in several of the European capitals, from Commissioner Eton, of our Bureau of Education, he visited many of the schools and studied their systems of education under most favorable circumstances.

Returning to Cincinnati he studied law and was admitted to practice in December, 1874. He had studied law some years before in connection with teaching. During a portion of the summers from 1875 to 1879 he conducted teachers' institutes in New York under the auspices of State Superintendent Gilmour. His large experience in educational work made him useful in this field. This summer work did not specially interfere with his law practice, in which he has proved more than usually successful.

In the spring of 1881 he was elected Judge of the Police Court, or Municipal Court, of Cincinnati. He filled this position during the two years' term with marked ability and eminent public satisfaction. His written decisions were widely published and generally approved. He has resumed the practice of law, with a promising future before him.

CHARLES T. POOLER

was born in Connecticut; removed at the age of six years, with his parents, to St. Lawrence County, N. Y. Attended district school two terms, when in his eighth year he was stricken down with a fever sore, confining him in the house the next five years. In his seventeenth year he taught a district school in Gouverneur. By teaching winters, he supported himself in studying at the Gouverneur Wesleyan Seminary, under the Rev. Jesse V. Peck, Principal, where he prepared for college, entering the Wesleyan University at Middletown, Conn., two years in advance of the regular course, and graduated in the class of '44. During his last year in college he taught in the city High School, Middletown, Conn.; and the next year was principal of the same. The misfortune of fracturing a limb, enforcing confinement several months, closed his connection with the school.

Returning to St. Lawrence County he taught a district school in Canton; taught the next three years in the Ogdensburg Academy, pursuing the study of law at the same time; was admitted to the bar at Oswego, in May, 1849; practised law a short time in Hermon, N. Y., till called to teach in the St. Lawrence Academy, at Potsdam, where he remained three years; then opened an independent academy in the same village, in which he continued four years. In 1857 he accepted the double position of Superintendent of schools and Principal of the High School, in the city of Akron, Ohio, remaining there three years. He returned to this State in the fall of 1860, and was employed to conduct his first teachers' institute, in Utica, Oneida County, since which time he has been employed in that work, more or less, every year. From the fall of 1860 he was Principal of the Deansville Academy three years. In 1863 he was elected School Commissioner for the Second District of Oneida County, which office he held three consecutive terms.

Since 1872 he has been employed, in the spring and the fall months, in the work of conducting teachers' institutes in this State. His whole school work sums up briefly as follows: Taught six district and two select schools; seventeen years in high schools and academies; and had the supervision of schools in city and county twelve years. Mr. Pooler was one of the organizers of the School Commissioners and City Superintendents' Association at Geneva in 1897, and was its first president.

HENRY C. NORTHAM.

Henry C. Northam was born at Port Leyden, N. Y., December 23d, 1826. He began teaching in the public schools of the State in the winter of 1845, and continued so to do for six consecutive winters, attending Lowville Academy during the spring and autumn terms of these years.

From 1852 to 1856 he taught a large public school at Oceanport, New Jersey. In 1856 he established a private school at Port Leyden, N. Y., and was its principal for four years, and until elected School Commissioner of Lewis County, which office he held for six years.

At the close of his official term, Superintendent V. M. Rice saw fit to employ him as an instructor in teachers' institutes, which position he has occupied under all the successive superintendents to the present time, having conducted institutes in fifty-four of the sixty counties of the State, and in many of them for several consecutive terms.

In 1878 he published a series of articles in the *School Bulletin* on Civil Government for Common Schools These articles became very popular, and their compilation was asked for in book form by many leading teachers, which was complied with, and to-day that little work ranks high among the standard treatises upon that subject.

His last work, entitled Helps in History, recently compiled as a manual for teachers, presents many plans for presenting that subject which are entirely original, and their uniqueness will tend to make them far more impressive than any ordinary plan heretofore pursued. These compilations are lessons that have been used in actual school work, and are known to be practical.

For thirty-five years Professor Northam has been connected with the educational interests of the State, and to-day is as devoted a student as ever.

JOHN KENNEDY.

John Kennedy, favorably known to many of the teachers of this State as an institute conductor, was formerly a School Commissioner in the State of Iowa. He afterward accepted the position of Agent in the School Book Department of Harper Brothers. An article on School Discipline, published by C. W. Bardeen, Syracuse, written by Mr. Kennedy, attracted considerable attention, and he was offered and accepted a position as an institute conductor. When the present Institute Faculty was organized Mr. Kennedy was chosen as one of the four regular institute conductors.

He has contributed several articles to the literature of pedagogics, and perhaps the ablest defence of State appropriations for Higher Education, so-called, was made by Mr. Kennedy at Utica, before the meeting of Commissioners and Superintendents in 1880.

FRANCIS P. LANTRY,

one of the four conductors constituting the Institute Faculty of the State at the present time, was educated in Fulley Seminary and Genesee College. He was engaged in teaching for some twelve years prior to being employed in his present duties, and for four years as instructor at institutes casually or as opportunity permitted. His work was so thoroughly approved of, that on the organization of the New York State Institute Faculty in 1881, Professor Lantry was appointed a member thereof, and is favorably known to most of the teachers of the State from the genial as well as forcible manner with which he is wont to present educational topics.

DAVID PERKINS PAGE

was born at Epping, in the State of New Hampshire, July 4th, 1810. At the time of his death, therefore, his age was thirty-seven years and six months. His father was a farmer in moderate circumstances. As a consequence of this condition, his earlier years were passed in the invigorating employments of rural life, breathing the health-giving atmosphere of a region which, however unlavish in bringing forth the kindly fruits of the earth, has produced a rich harvest of noble men to adorn their country's history.

Mr. Page early exhibited a strong desire for knowledge, and while engaged in the humble pursuits of a farmer-life, often importuned his father for an opportunity to gratify this desire by being sent to school. But his father had other objects in view, and seemed determined to prepare his son for the retired life of a New England farmer.

At length, at the age of sixteen, the son became dangerously ill. For a time he was vacillating between life and death, and his friends almost abandoned the hope of recovery. At this juncture when, if ever, the parental heart would be open to the appeals of affection, the pale and prostrate son extorted a promise from his father that if he recovered, he might go to an academy in the neighborhood and prepare for the duties of a teacher.

In course of time he recovered, and agreeably to promise made during his illness he was allowed to attend the Hampton Academy. "Here," says Horace Mann, "he encountered, for the first time in his life, that feeling so common and yet so contemptible, which assigns social rank and estimation, not according to moral and intellectual worth, but to the cloth one can afford to buy, or the tailor he employs." He was subjected to gibes and sneers, and doubtless his mind here got what Paley calls "a holding turn"—an unspeakable contempt for the pretensions that are founded on wealth or habiliments, and a profound religious respect for moral worth.

Having spent a few months at the academy, Mr. Page ventured upon the experiment of teaching his first school. Having completed his term he returned to the academy, still bent on improving his qualifications for the work he had so nobly chosen. The whole period spent at the academy, however, was less than a year, and having embraced the profession of a teacher as a permanent calling, he taught district schools for two successive winters, we believe, at Epping, N. H., and Newbury, Mass. The schools of Massachusetts at this time were in session generally but three months during the season. Having closed his engagement at Newbury in the common school, he opened a private establishment at the same place, having on the first day but five pupils, but closing the term with a full complement.

Although now debarred from enjoying the privileges of the academy, and borne down with the laborious duties of the school-room, yet he did not relax his efforts to improve his scholarship and thus allow his powers to "rust out unused," but applied himself most assiduously to study, keeping in advance of his classes in those branches which were new to himself, and enriching his mind with those stores of *collateral knowledge* about which those who knew him in later years have heard him so often and so earnestly speak. By this persevering attention to study and enthusiastic devotion to duty, he increased his reputation with his merits, and at the age of twenty-one, or five years from the date of his entrance into Hampton Academy as a pupil, he was made Associate Principal of the Newburyport High School, having in charge the English department.

His connection with this school continued for twelve years.

A committee was appointed by the Legislature in 1844 to investigate and report upon the policy and expediency of establishing a "normal school for the instruction and practice of teachers in the science of education and the art of instructing the young." This committee, of which the Hon. Samuel Young and

the Rev. Dr. (now Bishop) Potter, were the prominent members, after earnest consultation and an extensive inquiry, were at length recommended by the Hon. Mr. Mann, of Massachusetts, to secure the services of Mr. Page, in which they were successful. Arriving at Albany a few days before the time designated for the commencement of the "experiment," as the Normal School was then designated, he found everything in a "nascent state." His quick and penetrating eye, as with a single glance, perceived the magnitude of the task before him, and he set to work with all the earnestness and industry that so strongly characterized his brief but glorious career. So marked and so favorable was the impression made, that at the beginning of the second term the number of students swelled to about two hundred. Mr. Page's *heart* was in this work. His interest was not a mere *sordid, selfish, pecuniary one.* His aspirations overleaped the lust for wealth, and he labored for "those more durable riches" which are the unfailing fruits of a life of devotion to the best interests of humanity. He had respect unto that "recompense of reward" which awaits the "pure in heart" and the "diligent in well doing." And that "recompense" was not long delayed. The time of his departure came soon. The excessive and unremitting toils of the autumn vacation of 1847, so closely followed by the heavy and pressing duties of the succeeding term, were more than a constitution like his could endure. His disease, pneumonia, assumed a more violent type, baffling the best skill of the medical attendants, until on the morning of January 1st, 1848, death closed the scene.

We cannot more appropriately conclude this brief and imperfect sketch than with the following beautiful tribute to his memory from the pen of Mrs. Sigourney:

Crowned by his *Alma Mater*, from the post
Of honor, or of care, remembereth well
Whose strong, persuasive nature led him there.
So thy first goal was gained.
But for the next,
The excelsior of thy creed;—methinks, the first
Involved the second; for, to die like thee,
Was but the climax of a full success,
Taking its last reward.
Yes, such reward
As waiteth those, who the young soul shall turn
To righteousness—a name above the stars,
That in the cloudless firmament of God,
Forever shine.

REV. MALCOLM MacVICAR, Ph.D., LL.D.

The subject of this sketch was born September 30th, 1829, in Argyleshire, Scotland, but came to this country with his parents and settled at Chatham, Canada, in 1835. His early years were spent at first on a farm, then at Cleveland, Ohio, learning the trade of ship carpenter, but finally deciding to get an education, he, with his brother Donald, now Principal of the Presbyterian College, Montreal, P. Q. went to Toronto in 1850 and entered Knox College to study for the Presbyterian ministry, where he remained for two years. In the mean time his views of doctrine having undergone a change, he became connected with the Baptist denomination, and turned his attention to teaching and fitting young men for the Toronto University, preaching occasionally, having been ordained to the Baptist ministry in 1856.

On January 1st, 1855, he was married to Miss Isabella McKay, of Chatham, Canada, which proved for him a most fortunate connection.

In 1858 he came to Rochester, N. Y., and entered the senior class at the University of Rochester, taking his degree of B.A. the following summer. He immediately went to Brockport, in the same county, where he became a member

MALCOLM McVICKAR.

of the faculty of the Brockport Collegiate Institute, then under the principalship of Dr. David Burbank.

Here, with the exception of one year spent in the Central School in Buffalo, he remained until the spring of 1867, when that institution was transformed into a normal school, first as subordinate, then as associate principal, and from April, 1864, sole principal of the school.

He was a very successful teacher from the first, being full of energy and ambitious to devise some new and improved method of illustrating and impressing the truth. Nor were the class-room walls the limit of his intellectual horizon, but he was constantly seeking some better plan of organizing the educational work immediately in hand and over the whole State. He was quickly recognized by the Regents of the University as one of the foremost teachers and principals of the State. In August, 1865, he, by appointment, read a paper before the convocation of that body on Internal Organization of Academies (see Regents' Report for 1866, p. 2 of convocation minutes), which looked toward and proved the first step toward putting in practice Regents' Examinations in the academies, as a basis for distribution of the income of the literature fund.

He was appointed by the chancellor, chairman of a committee of principals of academies to consider the practical workings and results of the system of Regent's Examinations just being instituted. His report with recommendations is found in Regents' Report for 1867, pp. 565-567.

During these years of his connection with the Collegiate Institute, he took a lively interest in the subject of so-called Normal Training in Academies, and became convinced that the utmost that could be done for teachers' classes under the circumstances was too little to meet the needs of the common schools of the State. With the advice and co-operation of friends of education in Brockport and Rochester, and with the advice of Hon. Victor M. Rice, then State Superintendent, he proposed to the State Legislature of 1865-68 a bill authorizing the establishment of a normal and training school at Brockport, and proposing to transfer the Institute property to the State for that purpose upon very liberal terms.

Upon conference with various parties interested in education, it was thought best to modify the bill so as to provide for four schools instead of one, and to lease the location of them to a board consisting of the Governor, State Superintendent and State officers and others. (See chap. 466, Laws of New York, 1866.) In this form the bill became a law.

It immediately became necessary to adopt some definite plan of organization for the new schools, and to whom should Superintendent Rice turn for a plan of organization but to the man who had been foremost in advocating such schools?

At his request Professor MacVicar submitted a plan, with which some slight modifications was adopted, and became the basis for the organization of all the schools under the law.

The board having in charge the location of the schools, in consideration of the services of Principal MacVicar and his co-workers at Brockport in procuring the law, the very liberal offer of the professor and others interested in the Institute property, and of the village in respect to new buildings, very properly located the first school at Brockport, and Professor MacVicar became its principal.

He immediately set at work to organize the new school, and opened it in the spring of 1867, having among the members of his faculty Professors Charles McLean, William J. Milne and J. H. Hoose, now the principals of the normal schools at Brockport, Geneseo and Courtland. The first year of normal school work, carried on as it was in connection with planning and supervising the erection of the new buildings, proved a very trying one to the principal, and his health gave way under the pressure, so that he thought it best to offer his resignation at the end of the school year of 1867-86.

The State Superintendent, preferring not to lose him from the State, granted him a year's leave of absence instead of accepting his resignation. He took a

trip West during the summer of 1868, and was invited to become superintendent of the schools of the city of Leavenworth, which he did, remaining there until the following April, and reorganizing carefully the schools from top to bottom, a work that had been neglected hitherto. His health rapidly growing firm again, he signified to Superintendent Weaver his readiness to return to this State, but thought it best not to take up again the peculiar burdens of the work at Brockport.

A normal school having been located at Potsdam, St. Lawrence County, and being just about ready to open, he was invited to become its principal, and accepted.

Resigning his position in Leavenworth he hastened to Potsdam, conferred with the Local Board of the school, took a rapid run through this, and one or two other States to meet applicants for positions in the faculty, gathered a corps of teachers, and opened his second normal school in about three weeks from the day he left Leavenworth. The Regents of the University welcomed him back to the State, and expressed their estimate of his ability by conferring upon him the degree of Doctor of Philosophy in the summer of 1869, and his *Alma Mater* added an LL.D. the following year.

The school at Potsdam was no sooner organized than he gave himself anew and persistently to the study of methods of instruction and the philosophy of education, for which he possessed a peculiar aptitude.

Being encouraged by the other principals to work out his ideas into permanent shape for the general good, he constructed a number of mechanical devices for objective illustrations in arithmetic, physical geography and astronomy, and finally prepared a series of arithmetics with a view to a more logical explanation of all the principles and objective illustration of them so far as possible. Meanwhile there arose a degree of friction between the academies and the normal schools of the State, which made itself felt in the legislative session of 1876 in a threat to cut off the appropriation from the normal schools, unless the academies were treated more liberally.

At the next meeting of the normal school principals the matter was discussed, and the cause of the difficulty was felt to be in the double-headed management of our educational system.

It was unanimously agreed that the remedy for existing difficulties was to be found in uniting the management of all the schools of the State under one head.

Dr. MacVicar and Dr. Sheldon, of Oswego Normal School, were appointed by the principals to urge this view upon the Legislature at its next session.

They conferred with a deputation of academy principals, and won their approval of the plan proposed.

The plan was then embodied in a bill and brought before the Legislature of 1877, and they spent much time in presenting its merits to the educational committees of the Assembly and Senate and to many other members of both Houses, as well as to the prominent members of the Board of Regents and others.

All approved it, and it seemed upon the point of becoming a law. But, alas! the private interests of aspirants to the office of State Superintendent conflicted with it, and their influence prevailed over the good judgement of the whole State, so the measure was defeated.

In the autumn of 1880 Dr. MacVicar was invited to take the Principalship of the Michigan State Normal School at Ypsilanti, and finding it the only school of the kind in that State, and there being no diversity of interests in the educational management of the State, it seemed to offer an opportunity for something like ideal normal school work, so he accepted the position.

He remained there, however, but one year, when being thoroughly worn down with hard work, and being urgently pressed to take a position in the faculty of the Toronto Baptist College, a theological institution just founded, he accepted, and is now Professor of Biblical Introduction and English Interpretation and Polemical Theology in that institution.

JOHN W. ARMSTRONG.

Dr. MacVicar is a man of intense earnestness, both intellectually and morally, and so as teacher and school manager left a distinct impress for good upon all the pupils with whom he came in contact, and even upon the entire community in which he worked.

The science of pedagogics owes him not a little, and the educational system of the State of New York will bear distinct marks of his labor so long as it endures.[1]

JOHN W. ARMSTRONG.

Dr. John W. Armstrong was born in Woolwich, England, September 20th, 1812. In 1824 his father moved to Canada and settled in Quebec, where the doctor began his academic studies. He spent a short time at Ottawa as tutor in the family of the Governor of the Province. In 1837 he entered Cazenovia Seminary as a student, and in 1850 he was appointed to the chair of sciences in this institution, which position he held for four years. He was principal of the Susquehanna Seminary at Binghamton, of Amenia Seminary, of Falley Seminary at Fulton, and of Gouverneur Seminary for six years.

In 1841 he was ordained a minister in the Methodist Episcopal Church, joining the Black River Conference. He occasionally preached as a settled pastor, and often, while teaching, occupied pulpits upon invitations. He acted as presiding elder on the Watertown District from 1864 to 1866, and was a member of the General Conference in 1860, 1864 and 1868.

In 1865 he was constituted Head Master and Teacher of Sciences in the State Normal and Training School at Oswego, which position he retained until 1869, when Hon. Abram B. Weaver, the Superintendent of Public Instruction, appointed him Principal of the State Normal and Training School at Fredonia, N. Y., where he remained until his decease, Monday, August 12th, of the present year. Wesleyan University conferred upon him the degree of Master of Arts, and Genesee College that of Doctor of Divinity. Dr. Armstrong was the honored President of the Association of Normal School Principals of this State from 1869, the date of its organization.

He was a man of rare intellectual endowments, and was by habit and desire a student in the highest sense of the term. While he was never under discipline of college teaching, yet he applied himself to study with so marked success that he arrived at great eminence as a linguist, scientist, psychologist, mathematician, and artist. His mind was especially remarkable for its retentive powers. He also possessed superior powers of perception, and as a logician he took high rank. Because his attainments were both extensive and profound, he was widely consulted by authors, and he did much work as reader and censor for publishers.

As an educator he was thoroughly inductive in his methods of study and practice. His powers of imagination were so well developed that he could readily construct, when necessary, the required instruments for performing his experiments while pursuing his investigations in new and advanced fields of scientific research. As a student he was not only intense in his habits of thinking, but he was habitually under thorough self-control, and was always calm and composed. This enabled him to conserve his intellectual energies and to accomplish a maximum of mental labor daily with the least expenditure of vital and nerve force. In disposition he was unassuming, retiring, and modest, shunning publicity and parade. He was always thoroughly dignified in his bearing, and candid in his conversation. As a companion he was genial, entertaining, instructive, courteous, kind-hearted, and never wounded the feelings of others whenever it could be avoided. He was patient with learners as long as patience was of any virtue. These traits of disposition marked his practice as a manager of schools. He

[1] Prepared by C. E. Bascom, Pastor Bap. Ch., Potsdam, N. Y.

great leniency toward
side of leniency in disci-
But even this error, if such
indness of sympathy.
a peer, for he seemed equally at
and with all classes of people. As
and instructive, never demonstrative,
close contact with him loved him as a
end to all young people who were strug-
for a nobler living. Especially should his
noted. It was his constant practice to seek
who were trying to rise to position in their pro-

in the State of New York that Dr. Armstrong will
before the public. The following will illustrate his
profession of teaching: He steadily refused to leave
School at Oswego, which was much to his taste, until
educators in the State urged upon him that it was his duty
the Normal School at Fredonia, because thereby his ability
cause of education would be vastly enhanced. His intense
in studying educational processes led him occasionally, per-
advance of his time in methods of teaching, as judged by the age
be labored. While he was always true to his convictions of truth in
matters, yet he was ever ready to learn the better ways. His
intelligent efforts to elevate and ennoble the profession of education
comprehension of the theories of teaching—his skill as an
list—his tenacity of purpose, his confidence that a brighter day is
upon the art and the science of education—all these joined to place
among the men whose fame shall descend as a blessing upon their fel-
The thousands who knew him but to love him will cherish his mem-
both in their recollections and in their living.

The doctor published a number of very valuable addresses on educational subjects, and had been for years engaged upon a series of manuals based upon the philosophy of education. But it is feared that his manuscripts are left too incomplete for publication. He did much valuable work in institutes, both as conductor and lecturer.

But however great as an educator, Dr. Armstrong will still stand highest and noblest as a cultured Christian man. During his illness he was a great sufferer, but no word of complaint escaped his lips. He was patient, thoughtful, tender and loving to the very last, although his strength only permitted him then to look his love to his friends and to his wife, whose devotion to him he so much appreciated.

In concluding this brief memoir, which has been a labor of love for a dear and cherished friend, I append a copy of a resolution which has been approved by the members of the Association of Principals of the Normal Schools of the State of New York, of which association Dr. Armstrong was so long president.

It having pleased God to remove from earth our dear friend and co-laborer, Dr. John W. Armstrong, therefore,

Resolved, That we, his former associates, do hereby express our deep sorrow at his death and consequent loss to us as a co-worker; that we unite in cherishing the memories of his worth as a friend, as a devoted and superior educator, and as a Christian man and gentleman; and that we join in sympathizing with the bereaved friends of the deceased.

State Normal and Training School,
Cortland, N. Y., September 2d, 1878.[1]

---

[1] The above sketch from the *School Bulletin* is from the pen of Dr. James H. Hoose.

GEORGE R. PERKINS.

ssor Perkins was born in Otsego County, in 1812. In 1831 he became 'n Clinton Liberal Institute, and in 1838 Principal of Utica Academy. 'e began to publish a series of arithmetics, which he subsequently ex- rough an entire mathematical course. At the establishment of the ate Normal School in 1844, he became Professor of Mathematics, and was elected principal. In 1852 he became Superintendent of Dudley ', and has been since 1862 a Regent of the University.

reat consolidation of the railroads now composing the New York Cen- countants were in a hopeless muddle over the complicated calculations, en he was invited to bring order out of confusion. He at once prescribed simple methods of adjustment, and took sole charge of it, winning high encomiums from all familiar with his task. While John T. Clark was State Engineer he had the valuable assistance of Professor Perkins in his labors. With reference both to our railroads and to our canals, he was thoroughly well informed, and to both he has contributed peculiar service.

As an instructor, Professor Perkins was clear, earnest and thorough, but especially considerate, and always won the esteem and gratitude of his pupils. As an author in his specialty he early introduced practical methods, and as he saw his science clearly, tried to present it in its simple grace, in direct and clear language, often especially lucid and felicitous. In every trust he was conscientious, laborious and true. He died at Utica, August 22d, 1876.

JOSEPH ALDEN,

a lineal descendant of John Alden, of the *Mayflower*, was born January 4th, 1807, at Cairo, Greene County, N. Y. He entered Brown University in September, 1825, but passed the last year of his course at Union College, from which he graduated in July, 1828. He was two years a student in Princeton Theological Seminary, and taught for a like period in Princeton College.

He served as pastor of the Congregational Church at Williamstown, Mass., for the year 1834, and the next year was appointed Professor of Rhetoric and Political Economy in William's College. From 1853 to 1857 he was Professor of Mental and Moral Science at Lafayette College, Pa., and for six years thereafter President of Jefferson College in the same State. He became President of the State Normal School at Albany in 1867, where he still remains.

Dr. Alden received the degree of D.D. from Union College, and of LL.D. from Columbia College. He has written largely for the press, and has published Elements of Intellectual Philosophy, Science of Government, Christian Ethics, Political Economy and various other works. As an instructor, Dr. Alden ranks among the foremost of modern educators, being peculiarly gifted with the power of awakening thought as well as the ability to impress facts. He married the daughter of Rev. Dr. Gilbert Livingston, of Philadelphia, and has one son, W. L. Alden, on the editorial staff of the New York *Times*.

CHARLES D. McLEAN,

who has occupied the position of Principal of the Brockport Normal School for the past fifteen years, is a native of Ireland. He came to this country at an early age, and chiefly through his own exertions prepared for college and graduated. He subsequently studied law and graduated from the Albany Law School. He practised law for several years in New York City. Having previously been very successful as a teacher, and a position being offered him to take charge of

an academy in the western part of the State, he took up his former vocation, and has since been engaged in the work. He was for two years Professor of Mathematics at Brockport under the Principalship of Mr. McMicar, and was then elected principal. He has also been employed, as his time permitted, as an institute conductor, and has spoken and written much upon educational topics.

H. B. BUCKHAM,

Principal of the State Normal School at Buffalo, was born in Leicestershire, England, March 14th, 1829. His father was a Scotch Independent clergyman, and his mother was of English birth. He received his early education at home and in select schools in Vermont, and graduated from the University of Vermont in 1853. In early life Mr. Buckham was for several years employed in mercantile and agricultural pursuits, but has been for more than twenty-five years engaged in teaching. His contributions to literature have consisted mostly of lectures and addresses delivered at various educational and literary assemblies, and he has published an Analysis of Sentences and First Steps in Teaching.[1]

FRANCIS B. PALMER,

Principal of the Normal School at Fredonia, was born at Parma, Monroe County, N. Y., September 29th, 1834. His parents were both natives of Connecticut, and his grandfather was a Baptist clergyman. He received his preparatory education in the common schools, and graduated at the University of Rochester and at the Rochester Theological Seminary. In addition to the usual college degrees, he received in 1879 the degree of Doctor of Philosophy.[2]

JAMES M. CASSETY,

now Principal of the Albany Academy, was born in Chautauqua County, N. Y., October 5th, 1833. He prepared for college at Fredonia, and graduated from Harvard in the class of 1856. He was Principal of the Derby Academy, Hingham, Mass., for three years, Superintendent of Dunkirk Schools until 1864, and taught in the Fredonia Normal School for the sixteen years following. He was appointed Principal of the State Normal School at Cortland, and held the position until the decision of the Court of Appeals reinstated Dr. Hoose. Professor Cassety's attitude during the Hoose-Gilmour controversy was such as to win him the sympathy and respect of all parties. On the resignation of Principal Gates, he was elected to the position of Principal of the Albany Academy.

WILLIAM J. MILNE,

the present Principal of the Geneseo Normal School, was born in Forres, Scotland, May 26th, 1842. He came to this country when about nine years of age. He passed a portion of his boyhood in working on a farm, attending common schools, and also spent three years as clerk in a store.

Leaving the district school he began preparing for college in Holley Academy, and completed his preparation at the Brockport Collegiate Institute. He graduated from the University of Rochester in the class of 1868. The degree of Ph.D.

---

[1] From Public Service of the State of New York, by permission of W. B. Moore, associate editor.
[2] Ibid.

was conferred upon him by his *Alma Mater*, and he received the degree of LL.D. from Indiana Asbury University.

Dr. Milne has had a varied and progressive experience as a teacher, having taught successively in district schools, Holley Academy, Brockport Collegiate Institute, Rochester Collegiate Institute, Brockport Normal School, and was elected Principal of the Normal School at Geneseo in 1871.

Professor Milne has performed considerable work of an educational character both as a writer and speaker. He is the author of a series of mathematical text-books published by Jones Brothers & Co., of Cincinnati, was one of the editors of the Peoples' Cyclopedia, and has contributed numerous articles of value to periodicals.

Personally he is known to his pupils, associates and friends as an earnest and affable gentleman, clear in expression, unpretentious yet dignified in manner, and as having opinions of his own.

THOMAS J. MORGAN.

His ancestors came from Wales and settled in Virginia. General Morgan, of Revolutionary fame, was of the same stock. His father was born in Tennessee, and in 1816 moved to Indiana while it was yet a wilderness and inhabited by the red man. He was a preacher and a man of great excellence, who in that early day did a good work in behalf of temperance, Bible societies, Sunday-schools, missions and education. His grandfather was a member of the Kentucky Legislature. His father was a member of the Indiana Legislature. His uncle, a major-general, was for thirteen years in the Indiana Senate. His brother, Alexander, was a member of the Illinois Legislature and a judge in Nebraska.

Professor Morgan was born in Franklin, Indiana, August 17th, 1839. He was educated at Franklin College, receiving from his *Alma Mater* the degrees of A.B. in 1861, and A.M. in 1864, which degree he also received from Wabash College. While in college he taught district school three terms.

In April, 1861, he enlisted, for three months, as a private in the Seventh Indiana Infantry, and served in western Virginia under General McClellan, particularly in the battle of "Carrick's Ford." At the expiration of his time he accepted the place of principal of the graded school in Atlanta, Ill., and taught one year. In August, 1862, he re-entered the service as First Lieutenant in the Seventieth Indiana Infantry (Colonel Ben Harrison), and remained in the army until August, 1865, being promoted to major, lieutenant-colonel, colonel, and brevet-brigadier-general. At the battle of Nashville he opened the fight on the left, under Steadman, with two brigades and a section of artillery. He organized the Fourteenth, Forty-second, and Forty-fourth Regiments of U. S. Colored Infantry, and organized and commanded the First Colored Brigade of the Army of the Cumberland. A correspondent of the Madison (Ind.) *Star* relates the following anecdote of Colonel Morgan and his Colored Brigade.

"We were detailed on that day, with about ten men, to go over on the north side of the river to gather corn for the horses of Co. H., Tenth Indiana Cavalry. When on the pontoon bridge, we met, not a regiment of colored troops, but a brigade composed, we think, of three regiments. At their head was a slender white officer, then not twenty-four years of age, with all the bearing of a military hero. There was the face of a youth, but the heart of a man. As we stepped to one side to let the 'dusky sojers' pass, we heard such remarks as these:

"'We'll show Mas'r Rebels dat niggahs can fight;' 'Whar Colonel Mo'gan goes, we goes;' 'We make Johnny Reb's turn up dey toes.' We, like many others, were a little doubtful about the fighting qualities of the negro soldiery, but our doubts were soon put forever to rest. We passed over the bridge, and

mounting our horses started up the river to a cornfield, nearly opposite the battery spoken of by Captain Bunnelle. Colonel Morgan reported at once to General Granger, and received the order to 'spike the guns.' He formed his Black Brigade and started at once. We do not believe it was half an hour after he left the train on the north side of the river, till he and his command were making one of the best executed movements we have ever seen. On they went, giving out sounds, but singing courage in. Over the high ground, across the ravines, till scaling the earthworks of the enemy, the work was accomplished, and the return made. From our position across the river we could distinctly see every movement. It was laughable to hear the darkies relate, after their return, incidents of the charge. One young fellow said with a great deal of gusto: 'One Johnny hid in his nest, but I prodded him with my bayonet, and whew! didn't he yell.' "

In September, 1865, he entered the Rochester Theological Seminary and graduated in 1868. Meantime he attended President Anderson's lectures in metaphysics before the Seniors of the University. After graduating he served three years as Secretary of The New York Baptist Union for Ministerial Education. In 1872 he became President of the Nebraska State Normal School. In 1874 he accepted a professorship in the Baptist Theological Seminary in Chicago. In 1881 he became Principal of the Potsdam State Normal and Training School.

In 1874 General Grant appointed him a member of the Board of Visitors to West Point. Chicago University conferred on him the degree of D.D. in 1879.

In 1880 he went twice to Europe, spending ten months in study and travel—four months in the University of Leipzig. In 1882 he was elected a member of the National Council of Education.

He has written and published a number of excellent articles on educational topics. He was married in 1870 to Caroline, daughter of Hon. Frederick Starr, of Rochester, N. Y. He has one son, a lad of ten, and one half years.

EDWARD PAYSON WATERBURY,

son of Rev. Daniel Waterbury and Mary Lewis Grant, was born in Franklin, N. Y., May 10th, 1831. His early life was spent in Franklin, Warsaw, Delhi and Middletown, Delaware County, N. Y. He graduated at the State Normal School in 1849, and immediately took charge of the mathematical department of the Fergusonville Boarding Academy, where he remained three and a half years. He then became Principal of Public School No. 3 in Hudson, N. Y., where he remained four years. Thence he went to Albany, N. Y., filling the chair of Professor of the English Language and Literature in the Albany Academy for thirteen years. For the next fourteen years he was General Agent and Attorney for the New York Branch of the Massachusetts Mutual Life Insurance Company; was member of the Executive Committee of the State Normal School. In June, 1882, he became President of the State Normal School. Many years ago Union College conferred upon him the degree of A.M. He is author of a book on Life Insurance, which gives a popular explanation of the science. He has been for many years a Trustee of the Albany Academy and a member of the Military Committee of the Board. At the last University Convocation he read a paper on Military Drill in the Higher Educational Institutions of the State; it is published in the official report of the Regents.

He is now engaged in preparing a Historical Catalogue of the State Normal School for the first thirty-eight years of its existence.

OSCAR F. STILES

was born at Wilton, north of Saratoga Springs, where his father owned and occupied a farm, and where the subject of this sketch lived until he was twenty

GEORGE V. CHAPIN.

years of age, working on the farm in summer and attending the district school winters. During two winter terms of this period, however, he taught the district school.

He then attended the Green Mountain Liberal Institute for a time. Being offered the situation of teacher of the public school in the village of Schuylerville, he accepted the position, and remained there nearly six years. He then took charge of Public School No. 1, Saratoga Springs, and was principal of that school for seven years.

Having been nominated and elected School Commissioner for the Second Assembly District of Saratoga County, Mr. Stiles performed the duties of the office so satisfactorily to the district that he was elected for a second term. At the end of six years' work as commissioner he closed his career as an educator, various considerations constraining him to change his occupation, not the least of which was threatened ill-health.

Since leaving the profession, Mr. Stiles has been engaged most of the time in mercantile pursuits.

EDWIN A. McMATH

was born at Three Rivers, Michigan, October 21st, 1849. He graduated at Hamilton College in 1870, ranking third in a class of forty students. He was Principal of Lawrenceville Academy (St. Lawrence County, N. Y.) one year, 1870–71.

The following year he was elected and served as Professor of Greek and Latin in the State Normal School at Bloomsburg, Pa.

Elected School Commissioner for the First District of Monroe County, N. Y., in the fall of 1872, he performed the duties of that office for three years (1873–75). He was chosen President of the State Association of School Commissioners and Superintendents at Syracuse in 1874, and was re-elected for the next two terms.

On the expiration of his term of office as Commissioner, he declined a renomination, and abandoned educational work for a profession whose pay is not supposed to include so many thanks or blessings of the rising generation—the law.

While Commissioner of Schools, Mr. McMath's efforts were exerted largely in the direction of elevating the standard of teachers' qualifications. He talked and wrote with this object in view, and his co-laborers bear witness that his efforts were by no means in vain. Commissioner McMath contributed numerous articles to the current literature of the day, and his name was frequently found on the programmes of county and State associations.

After leaving the educational field he practised law in Rochester till the spring of 1881, when, his health failing, he passed three months in the Adirondacks and nine months in California and other parts of the West, endeavoring to find relief from the threatenings of pneumonia. He has lived in the West since, and is now located on a cattle range in western Kansas. Any teacher who should desire to compare results in the study of climate and its influence on health (a subject most teachers are deficient in), would do well to write to Commissioner McMath at his present address, Farnsworth, Lane County, Kansas.

GEORGE V. CHAPIN

was born in Canandaigua, September 24th, 1845. He is a great-grandson of General Israel Chapin, who was an aide-de-camp to General Washington, and the first Indian agent in western New York. His father, Henry Chapin, was formerly a merchant in Canandaigua.

Early in life deprived, by death, of his father's counsels and assistance, the

son, largely through his own exertion and application, supported and educated himself, completing his studies in that time-honored institution, the Canandaigua Academy. He taught in district schools during the winter season for several years, employing the remainder of his time in attending school, and the summer vacation in farm work. He had charge of the public schools in the villages of Clifton Springs and Canandaigua, for a number of years, when, his health failing, he left school work, and for two years was engaged in the real estate business in Cleveland, Ohio, and in a railway enterprise in West Virginia. In 1874 he returned to Ontario County, and the next year was elected School Commissioner in the eastern district of that county, being the first Democrat to hold the office in that district. His administration of school affairs was so favorably received that on the expiration of his term he was again elected, by a majority, over three opposing candidates. In 1877, though already holding a State certificate, he submitted to an examination and received the first State certificate granted to a School Commissioner upon this plan and for three years was the only Commissioner in the State holding such a document.

Mr. Chapin has been an active member of educational associations, and read papers upon important questions, particularly before the State Assocation of School Commissioners and City Superintendents, among which was one advocating a plan for the grading of public schools, another upon Commissioners' qualifications, and, in behalf of that body, he presented to the Legislature of 1880 a bill requiring certain qualifications for persons to be eligible to the office of School Commissioner. He was for two years Vice-President, and in 1881 President of this same Association. His address is spoken of as being full of progressive and practical suggestions relating to changes in our present school system.

In the year 1870, upon his motion, and largely through his efforts, the Ontario County Teachers' Association was formed, and with the exception of his two years' absence from the county, he has been one of its ablest supporters.

EDWARD WAIT.

Edward Wait was born in Pittstown, Rensselaer County, 1838. He attended country schools until twelve years of age, then worked out by the month summers, and for his board winters, and attended school. When sixteen years of age he commenced his career as a teacher, teaching winters and attending academies in the summer, first at Poultney, Vt., afterward at Carlisle, Schoharie County.

In 1856 he went to Kentucky and taught one year in an academy at Washington, in Mason County, and subsequently was teacher there in a private family, and prepared two young men of the family for college. He then went to Carbondale, Ill., where he pursued the study of law for a year, when he was admitted to the bar, and went to Minnesota to settle permanently. In three months' time after reaching there the cival war broke out, and he enlisted in the Second Minnesota Infantry. He was with the Army of the Cumberland in all its marches, and at the end of a year was made second lieutenant, detached from his regiment and placed in the Engineer Corps, where he remained a year and a half, when, at his own request, he was returned to his regiment. He was in the battles of Mill Springs, Pittsburg Landing, Corinth, Perryville, Chickamauga, Mission Ridge, and the continuous battle from May 7th till August 31st, on the Atlanta campaign. Having served two months beyond his enlistment for the sake of getting into Atlanta, he returned to Rensselaer County.

Feeling that his law studies would all have to be gone over again, he dropped the legal profession and again commenced teaching. In 1878 he was elected School Commissioner in his district by a majority of 1400, and was again elected in 1882 without opposition, being the nominee of both parties.

JOHN V. L. PRUYN

was born in Albany, N. Y., in 1811. He was educated at the Albany Academy, and was admitted to the bar in 1832. He was appointed Master in Chancery by Governor Marcy; was chosen a director and counsel of the Mohawk and Hudson Railroad Company in 1835, and afterward became treasurer of the New York Central. In 1831 he became associated with the Albany Institute, the oldest scientific society of the State, and from 1855 till his death was its President. He was elected a member of the Board of Regents of the University of the State of New York in 1844, and in 1862 became Chancellor of the University.

In a memorial, read at the time of his death, before the Board of Regents, Regent Pierson said:

"While it may be well said that in his office of Regent and Chancellor, as indeed in all his many public functions, he honored and magnified his office, every member of this board can testify how unassumingly he did so. He did it as the merit of the office and not of himself, and without ostentation, and without seeming to think of himself more highly than he ought to think. He was a model as a polished private gentleman in his proper respect for all those who were brought into personal or official relations with him, never repulsive, never censorious, always accessible and amiable, always on the high level of his social position, of his character and of his official station, only by appointment *primus inter pares*."

He was a member of the State Senate in 1862 and 1863, and of Congress in 1863–65, and in 1869–71.

Mr. Pruyn suggested the organization of the State Board of Charities, and was its President at the time of his death. He was also President of the Board of Commissioners of the State Survey.

He received the degree of Master of Arts from Rutgers College, and that of Doctor of Laws from the University of Rochester. He had devoted much time to the advancement of the educational interests of the State, and to its institutions of charity. He also took much interest in questions of political science, and was a delegate to the recent International Code Congress held at Hague, in Holland. He died at Clifton Springs, N. Y., November 21st, 1877.

HENRY R. PIERSON.

Chancellor Pierson was born in Charleston, Montgomery County, June 13th, 1819. His early opportunities for education were only such as could be found in the country schools of the time. It was not until he was twenty-one that he was able to enter upon his matured purpose to secure a liberal education. This he was able to do solely by his own efforts. During his preparation for college, he served as teacher in the Washington Academy at Salem and in other schools. He entered Union College in 1843, and graduated in 1846. This was the golden age in the history of Union College. Dr. Nott was still in possession of his transcendent powers, and impressed himself on all who came under his instruction. Dr. Alonzo Potter, who became Bishop of Pennsylvania in 1845, was, in the first years of Mr. Pierson's attendance, still the admired Professor of Moral Philosophy. The class of which he was a member, numbering more than one hundred, contained an unusual number of men who have since risen to eminence. Ex-Governor John T. Hoffman, Howard Potter, of New York, John M. Gregory, LL.D., President of the Illinois Industrial College, Rev. Dr. Rankin and Professor Welch were of the number. After graduation Mr. Pierson studied law with Little & Campbell, of Cherry Valley, and with Gilbert M. Speir, of New York, and was admitted to the bar in 1848. He formed a part-

nership with Hon. Abijah Mann, which continued for several years. In 1849 he took up his residence in Brooklyn, where he continued until in 1869 he removed to Chicago. In Brooklyn he was conspicuous in all the duties of a good citizen. He was for many years a member of the Board of Education, and gave both time and energy to the performance of his duties. He was chosen Alderman of his ward and President of the Board. In 1866 he was elected State Senator from his district, and filled the position with signal ability.

Mr. Pierson became President of the Brooklyn city railroads in 1860; Financial Agent of the Chicago and North western Railroad in 1869: Vice-President of the same road shortly afterward; and Resident Director of the New York Central Railroad at Albany in 1875. In 1873 he was a Member of Assembly and Chairman of the Committee on Cities. He has held the offices of Trustee of Union College, of the Albany Medical College and of the Dudley Observatory. He was elected Regent in place of the Hon. Erastus Corning, and on the death of Chancellor Benedict was elected Chancellor.[1]

DAVID MURRAY.

David Murray, the present Secretary of the Board of Regents, has devoted his life to the work of education. He was born in Bovina, Delaware County, in 1830. His parents were Scotch of the old clan Murray, which occupied Perthshire. They came to America in 1818, and joined the Scotch colony which already was numerous and thriving on the upper tributaries of the Delaware River. David Murray and his elder brother William, now one of the Justices of the New York Supreme Court, were educated at the Academy at Delhi. Afterward he finished preparation for college at the Fergusonville Academy and entered the Sophomore Class of Union College. He graduated in 1852 with a high reputation for scholarship. Immediately after graduation he became an assistant in the Albany Academy, and a few years later Professor of Mathematics. In 1857 he was appointed Principal of this institution, which under his charge reached a high state of prosperity and efficiency. In 1863 he was elected Professor of Mathematics and Astronomy in Rutgers College. Here he built up a reputation as a teacher and as a successful administrator of educational affairs.

In 1872 an important embassy was sent out from Japan to establish relations with foreign countries and study the institutions of western civilization. They were especially charged with the duty of investigating foreign education and of devising plans for their country. In the task of collecting and studying educational information, Professor Murray was called in to aid them; and so efficiently and satisfactorily was this done, that he was invited by them to go out to Japan to assist the Government in introducing a system of national education. He went in the spring of 1873, and remained in the service of the Government until the winter of 1879. His official position there was Superintendent of Educational Affairs. His work consisted in aiding and advising the Department of Education in establishing a system of education. He was able to see, before his departure, this great work in successful course of fulfilment.

In connection with the Centennial Exhibition at Philadelphia, Mr. Murray returned to the United States as an accredited agent of the Japanese Department of Education, and spent a year in collecting educational information and material for the Museums of the Department. He left the service of the Government in the winter of 1879, receiving every mark of respect which the Government could bestow, and was decorated by the Emperor with the Japanese Order of the Rising Sun. Returning through China, India, Egypt and Europe, he arrived home in the autumn of 1879. Soon after his return, on the retire-

[1] From Public Service of the State of New York, by permission of W. B. Moore.

ment of Dr. S. B. Woolworth, he was appointed Secretary of the Board of Regents. He also holds the position of Secretary and Treasurer of the State Normal School at Albany.

Mr. Murray received from the Board of Regents in 1863, the honorary degree of Doctor of Philosophy. In 1873 the Trustees of Rutgers College conferred on him the honorary degree of Doctor of Laws, and in 1874 the Trustees of Union College, his *Alma Mater*, honored him with the same degree. Mr. Murray has been a frequent contributor to periodical literature, and is the author of many occasional addresses. His Manuel of Land Surveying was published while he was Professor of Mathematics in Rutgers College. He is one of the contributors to Mr. Mori's book on Education in Japan, and prepared for the Philadelphia Centennial Exhibition the volume on Japanese Education. He published, in *Scribner's Magazine*, in 1873, a popular exposition of the Transit of Venus. He prepared and published in 1875 an open letter to Congress and a pamphlet on the subject of the restoration of the Japanese Indemnity. In 1880 he delivered the annual address before the Albany Institute on Industrial and Material Progress, illustrated by the History of Albany. In the same year he read before the State Teachers' Association a paper on Examinations, their Uses and Abuses.[1]

DANIEL JOHNSON PRATT.

Daniel J. Pratt, Assistant Secretary of the Regents of the University, was born in Westmoreland, Oneida County, March 8th, 1827. He is the only child of Amasa Pratt and Mary Littlejohn, and is ninth in descent from William Pratt, who immigrated from England, and died at Saybrook, Connecticut, in 1678. On his mother's side, Mr. Pratt, the Right Rev. Abram N. Littlejohn, Bishop of Long Island, and Hon. De Witt C. Littlejohn, of Oswego, are mutual cousins. His education was first in the district school, then in a select school at Hampton, then in the De Lancey Institute, and finally in Hamilton College, from which he graduated in 1851, with all the honors to which he was eligible. Among his classmates were Charles Dudley Warner and Hon. Abram B. Weaver, late Superintendent of Public Instruction of the State of New York. He was teacher of mathematics in the Fredonia Academy from 1851 to 1854, and Principal of the same from 1854 to March, 1864. At this latter date he entered the service of the Christian Commission, and spent five months with the Army of the Potomac, in Virginia, a portion of this time in charge of the commission work in the Fifth Army Corps. In October, 1864, he was appointed to a clerkship in the office of the Board of Regents, and in January, 1866, was promoted to the then new office of Assistant Secretary, which position he still holds.

Mr. Pratt has devoted himself to the duties of this position with intelligence and unwearying assiduity. Much of the work of the office devolved upon him, especially that relating to the Regents' Examinations.

Mr. Pratt has conducted many important historical researches and compiled and written various works of value. Annals of Public Education and The New York Society of Associated Teachers are among these. He has been Secretary of the Albany Institute and Clerk of the New York State Survey since its organization. Mr. Pratt received the honorary degree of Doctor of Philosophy from the Board of Regents in 1874, "in consideration of services in the cause of education and eminent scholarship." In 1855 he married Ann Eliza, eldest daughter of the late Rev. Roswell P. Whipple, of Berkshire County, Mass. They have two daughters and one son who, together with Mr. Pratt's parents, still living after a union of more than sixty years, compose his household.[2]

---

[1] From Hist. Pub. Service of the State of New York, by permission of W. B. Moore.
[2] Ibid.

REV. ALONZO FLACK.

Alonzo Flack, President of the Hudson River Institute and Claverack College, was born in the town of Argyle, Washington County, N. Y., September 19th, 1823. His parents were of Scottish-Irish lineage and training; zealous Presbyterians, they were active and honored members of the Church, and respected accordingly in the community where their wholesome influence was exerted and felt. Dr. Flack's father and grandfather were officers of the Argyle Church, and as such maintained the order and faith of the apostolic age.

His academic career began in the High School of his native village, where, under competent instructors, he was carefully prepared for college. He graduated from Union College in the year 1849, whence he proceeded to the Theological Institute at Concord, N. H., since removed to Boston. Prior to his leaving college he had been duly licensed as a preacher of the Word, by Methodist authority. His studies at Concord, consequently, were but supplementary to his previous acquisitions.

In the year 1850, he entered upon his life career as an educator of youth, wherein he has attained high honor and great usefulness. About that time the Methodist denomination began its great enterprises in behalf of both popular and classical education. Finding that its power could not be maintained and extended without liberal provisions for educational institutions, that large ecclesiastical body moved forward to lay the foundation of new universities, colleges and seminaries.

Among the popular schools opened in this State, was that at Charlotteville, Schoharie County, under the care of the New York Conference. Dr. Flack was its first principal. It began its first term in 1850, and counted 300 pupils the first year. In its fourth year it numbered 800 pupils—700 of whom were boarded in the seminary buildings. Such a measure of success was without a previous example in this country. People from various parts of the State visited Charlotteville to study the methods which Dr. Flack pursued, and thus many eyes were fixed upon him as a pioneer. While the institution over which he presided with such admirable prudence and practical efficiency stood up in the light and splendor of its own signal prosperity, its buildings were suddenly consumed by fire, and the ashes of desolation rested on all their pleasant places.

One of the results of that calamity was the removal of Dr. Flack from Charlotteville to Claverack.

The Hudson River Institute has had an average of 412 pupils per year, for seventeen years in succession. About 4250 young people, within this period, have enjoyed the large advantages which its accomplished faculty have afforded them. Now and then the number of boarders and of day scholars would exceed 500. We have given above the exact average from authentic sources. Like an abundant fountain, the institute has sent forth its gladdening streams over all the land, and over Columbia County it has made its quickening power felt, to an extent which passes computation. Such an institution is worth more to a county than would be the richest gold mine ever opened.

Dr. Flack has in a pre-eminent degree a "talent," if not "ten talents," of the rare art of government.

As a result of his method and experience, he is able to say that he has never had a case of noteworthy insubordination in his school. His authority being rational, sympathetic, candid and firm, his school is like a well-ordered family. Dr. Flack is a Methodist, with a Scotch Presbyterian training underneath his ecclesiastical costume. He is attached to the church in which he is a minister, but he is neither a bigot, nor even a sectarian. He aids in the support of the Reformed Church in Claverack, as well as of the Methodist, and his faculty are selected from all evangelical denominations.[1]

[1] By Rev. E. S. Porter, D.D., Pastor First Reformed Church, Brooklyn, E. D.

GEORGE R. CUTTING

was born in Belmont, Mass., October 9th, 1848. He graduated at Waltham, Mass., High School in 1867, and at Amherst College in 1871. Immediately after graduating he took the position of Master of the Saratoga High School, which he retained for one year; during this time he did some literary work for the *Daily Saratogian*. In 1872 he organized the Waterville Union School and Academy, and has retained the position of principal since that time. During all this period he has also been in the employ of the Utica *Daily Herald*, has written numerous articles for educational associations and for the press. An illustrated article on hop-raising, which appeared in *Harper's Weekly*, attracted considerable attention, and was of more than usual interest to the readers of that usually interesting paper. His *penchant* for literature is noticeable also in the fact that the pupils of his school have sustained two periodicals for a number of years—*Irving Standard* and *Whittier Gazette*—which were united in the spring of 1882 and called the *Academic Union*.

In the last number appeared a commendatory letter from the poet Whittier.

Mr. Cutting was one of the foremost in organizing the Inter-Academic Union, of which he has written and published a history, and has served in various capacities as secretary and president of that organization for a number of years. He has also been an active participant in the University Convocation, and a member of the Executive Committee of that organization.

He is a firm supporter of the Regents' Examination, and has read papers in advocacy of its value to the schools of the State.

SHERMAN WILLIAMS,

now Principal of the Union School at Glens Falls, N. Y., was born in the town and county of Otsego, State of New York, November 21st, 1846. Like many of our teachers his early life was spent upon a farm. In his nineteenth year he began, as the custom was, to teach winters, still working on the farm, summers. This he continued until his twenty-third year, when he taught through the summer as well, and entered the Albany Normal School in the fall. He graduated in June, 1871, and the following September began teaching at Little Neck, Queens County, L. I., where he remained until the following April, when he took charge of the public schools at Flushing, where he remained until June, 1882. He was always an active member of the teachers' associations of the county in which he taught, and was once Vice-President of the State Teachers' Association. He has been an active member of the Inter-Academic Literary Union, and was for several years a member af its Executive Committee, and was President of the organization in 1879-80.

DR. GEORGE A. BACON,

Principal of the Syracuse High School, was born at Webster, Mass., January 17th, 1847. After fitting for college at Nichols Academy, Dudley, he entered the Sophomore Class at Brown University, and was graduated in 1867. The following year he took charge of the Academy at Derby, Vt, and afterward of the High School in Gardner, Mass. The two succeeding years were spent by Dr. Bacon in study in this country and in Germany, whence he was suddenly recalled by the death of his father.

In the summer of 1871 he married, and that fall accepted a position as Instructor in Mathematics and History at the Brooklyn Polytechnic Institute. A tendency to throat troubles, aggravated by the climate, caused him to remove to Syracuse in 1874, where he became Instructor in the Classics and German in

the High School. Three years afterward a move to retrench expenses caused Mr. Bacon to be dropped, and he at once accepted an engagement with the enterprising and well-known firm of Ginn & Heath, of Boston. His work obliging him to travel continually, he formed an intimate and extensive acquaintance with schools and educators in four States, and he now speaks of the fourteen months spent in this way as among his most valuable and highly-prized educational opportunities.

The Principalship of the Syracuse High School becoming vacant in 1878 by the resignation of Mr. Thurber, the Board of Education unanimously tendered the place to Dr. Bacon. Under him the school has regained and holds the third place among the High Schools of the State.

In 1879 Hamilton College conferred upon Dr. Bacon the degree of Ph. D., and for the year 1881–82 he was President of the New York State Inter-Academic Union.

JOSEPH E. KING

was born in Laurens, Otsego County, N. Y., November 30th, 1823, the son of Rev. Elijah King, a Methodist clergyman, and a member of "the old Genesee Conference," until, his health failing, he located, purchasing a farm in Otsego County, amid the friends he had known as an itinerant.

Until ten years of age, a constant attendant at the public schools, at that time transferred to the store of his father—who had become a merchant—he was made clerk and assistant book-keeper.

At the age of thirteen, for a few months in a dry-goods store in Albany, he then rejoined the family, who "went West," as far as Girard, Erie County, Pa., where, with an interval of a single term only in a select school, he was kept at the business of clerking in the village store until the age of seventeen. At this period the desire for better educational advantages so inflamed him that he wrote to his parents an argument of four pages of foolscap, which quite con vinced them that he must be permitted and encouraged to prepare for and go through college. The preparation was at once begun at the Grand River Institute, Austinburg Ohio whither the family moved to make for him a home.

The father's health being injured by the lake winds, in the hope of repairing it, the family returned to "the East," residing at Cambridge, Washington County, N. Y., where, in 1847, died, at the age of sixty-one, Rev. Elijah King.

The student, following the family home in 1843, entered Poultney Academy, then under Rev. Jesse T. Peck (now Bishop), to prepare for advanced standing in college. In 1844, admitted to the Sophomore Class in Wesleyan University, he took rank among the foremost of his class, despite the fact that he had to be absent each winter in the Grammar School of Glastenbury, which he taught. Both from necessity and choice, he began school teaching at the age of seventeen, and has never been relieved from this work since. At the junior exhibition of his class he was appointed to the Latin salutatory (in the temporary absence of the future valedictorian), the first honor of the class. In his senior year he was elected to the Phi Beta Kappa. Graduating from Wesleyan in 1847, in the class which produced Orange Judd, Senator Cole, of California, and Bishop Andrews, he accepted an engagement to teach Latin and Natural Science at Newbury Seminary, Vermont, the conference seminary at that time.

In 1848 he was made principal of the seminary. Though among his predecessors had been such men as Rev. Drs. Hinman, Adams and Hoyt, and Bishop Osman C. Baker, yet during the reign of Professor King this seminary enjoyed its highest intellectual and financial prosperity. He paid its debts, reconstructed its chapel and class-rooms, built its public fountain, and brought the roll of its adult students up to 325 in attendance at the time of his retiring, in November, 1853.

During the time of his principalship at Newbury, beside his seminary lectures,

he preached in the various pulpits of the Connecticut Valley 516 times. He enjoyed the privilege at this time of aiding the State in securing the Maine law.

Accepting a call to his native State, he assumed the Principalship of Fort Plain Seminary, New York, and in November, 1853, five days after his term closed at Newbury, he opened its first term, all its rooms filled with students. During this year at Fort Plain, beside the lecturing of his position, his register shows that he preached fifty-nine times in twenty-three different pulpits.

It being n contemplation to erect at Fort Edward an institution on a grander scale than any existing boarding seminary, the Principal of Fort Plain Seminary was invited to visit the town with a view to give his advice in the proposed enterprise. In connection with Rev. Henry B. Taylor he matured the plans, ass sted at the laying of the corner-stone in May, 1854, and was induced to assume the Principalship of Fort Edward Institute for a term of ten years. December 7th, 1854, he opened the first term with 500 students in attendance, and during the twenty-three years of its subsequent history, he has been its sole Principal, registering over 10,000 different names, hailing from over thirty-three of the States of the Union. Many of his students have taken conspicuous places among the successful men and women of this generation. Over 100 of his students joined in the war for maintaining the Union, of whom eighteen gave their lives that the nation might not die. A few of his young men also fought on the Confederate side. He has sent out 165 clergymen of the various denominations, of whom already two have become Doctors of Divinity. The lawyers and physicians have been almost as numerous. The Institute has had one representative in Congress, one State Senator, and, at different times, nearly a score of Assemblymen. It has five or six judges and several school commissioners and a whole army of teachers. Beside the hundreds of its regular graduates, it has sent not less than 250 young men to college and professional schools.

In 1862 Union College conferred the degree of Doctor of Divinity unon Professor King, and in 1873 the Regents of the University of New York, in recognition of his efficiency as an educator, conferred upon him the degree of Ph. D.

In 1850 he was married to Miss Melissa Bayley, of Newbury, Vt. The "silver wedding" was duly celebrated in July, 1875.

In the discharge of his duties as Principal of Fort Edward Institute, he has lectured before the faculty and students over 300 times, and has found leisure to deliver, outside the walls of the Institute, 210 lectures and addresses, besides having preached 1032 sermons in 182 different pulpits. From the sessions of the conference of clergymen, of which he is a member, he has never been absent for a day. In 1864 he was elected by his brethren, a delegate to the General Conference of the Methodist Episcopal Church, at Philadelphia, having also enjoyed the honor of serving as a delegate to the General Conference of 1856, representing the Vermont Conference, from which he was transferred to the Troy Conference, on a vote of that conference requesting it. For two weeks he served as acting delegate in the General Conference at Chicago, in 1868. Once he has been called upon to address the Alumni of his college, once to deliver the oration before the convention of Psi Upsilon—his college fraternity, and twice to deliver the annual poem, at Psi Upsilon conventions.

In 1867 he gave himself a special vacation of about three months abroad, chiefly in the British Isles, France and Belgium.

By way of recreation from the severer routine of his educational and spiritual tasks, he enjoys helping with his presence and counsels, the various institutions and corporations in which he takes an interest. Beside being a working trustee in Fort Edward Institute, he is also a trustee or a director in the following corporations: Wesleyan University, Syracuse University, Round Lake Camp-Meeting Association, Mechanicville Academy, the Union Cemetery Association, the National Bank of Fort Edward, two banks in Iowa, and the Glen's Falls Insurance Association.

He aims to set the example to his young men, of rarely being absent from the

primary meetings of his political party, from the home councils of his church or the convocations of his fellow-workers in the cause of education.

DAVID H. COCHRANE.

The father of President Cochrane was of Scotch descent, and his mother Huguenot. He began teaching at fifteen years of age, and worked his way to Hamilton College at eighteen, from which he graduated in 1850. The same year he was appointed Professor of Natural Science in the Clinton Liberal Institute. He was for three years Principal of the Fredonia Academy, and in 1854 became Professor of Natural Science in the State Normal School at Albany. He became President of the same institution on the resignation of Dr. Woolworth, in 1856. He was elected President of the Brooklyn Collegiate and Polytechnic Institute in 1864, which position he still holds.

President Cochrane received from the Board of Regents in 1862 the honorary degree of Doctor of Philosophy, and from Hamilton College, in 1869, the degree of Doctor of Laws.[1]

PROF. R. E. POST, A.M.

Professor R. E. Post was born in Stockton, Chautauqua County, N. Y., in 1828. He was educated in the common schools of his native town, and in the neighboring academies of Fredonia and Westfield. At the age of sixteen he began teaching in the town of Pomfret, Chant County. For his services he received ten dollars per month, and was "boarded 'round"—an ample return according to the ideas and customs prevailing in those days, when a school was a school, and any person a thoroughly qualified teacher who could keep the big boys in subjection and who was willing to act as general utility man for the district at all times outside of school hours. Professor Post fairly served his time as a country district school teacher by three or four seasons' work. Afterward he taught in the village schools of Brocton, Mayville and Silver Creek, all in his native county. The fact that his engagement in one place was generally due to his recognized merits as a teacher in his previous field of work, shows that he was a truly progressive man. His habit of mind led him to seek the causes of his successes and failures, that he might constantly improve the character of his work. Thus he early began to evolve his own philosophy of education.

In 1853 Professor Post married Miss Cornelia M. Dailey, of Portland, N. Y. Miss Dailey had been associated with him in his school work, and to her, with her unfailing aid, encouragement and sympathy, throughout a long and happy married life, is due the full share of credit a true wife should always receive for any success her husband achieves.

Desiring, in view of his new responsibilities, more settled and remunerative employment than teaching then afforded, Professor Post left his school at Silver Creek to engage in other business at North East, Pa.

While there he became deeply interested in the subject of religion.

A discourse from the text Six days shalt thou labor . . . but the seventh is the Sabbath of the Lord thy God, in which the great stress was laid not on keeping the Sabbath, but on earnest, conscientious work during the six days, made a profound impression on him. He believed that one of the greatest needs of the world was its need of better teachers; teachers fitted for their work by natural aptitude and special training and devotion to their calling. Believing that if there was any one thing he could do better than another it was school work, he left the business he was engaged in and which almost any one might

[1] Abridged from sketch in History Public Service of State of New York, by permission W. B. Moore.

do as well as he, and resumed teaching. At the urgent solicitation of many leading citizens of the place he re-opened the Academy at North East, Pa. Later, through his efforts, the Academy and public school were consolidated in a Union School with an academic department. Leaving North East with the best school it had ever known, he accepted an invitation to take charge of the Central Graded School at Fredonia, N. Y. Under his management this school reached the highest point of its efficiency and reputation. Finding it with three departments and teachers, he left it with double the number.

From its superior quality the school virtually absorbed the neighboring private and outlying public schools and attracted to it students from a wide range of the surrounding country. The character of the training given held pupils beyond the age at which they had usually aspired to pass from the public school to the well-known Academy in the same place, but eventually sent them there much better prepared than their predecessors. Professor Post's teaching in Fredonia earned the lasting gratitude of pupils whose later studies at noted institutions have but taught them to appreciate more truly the thoroughness of this elementary training and the intellectual stimulus which he imparted.

They were trained to a definiteness of mental conception—a seeking for causes, a carefulness in reasoning, a clearness of statement, a rapidity of execution, which made them readily leaders in classes which they afterward entered in higher institutions, and their thorough training was not the result of narrowing the range of effort; for breaking up the routine of drill on the main subject, he led them into fields of study from which the "district school" had heretofore been excluded, arousing and developing tastes which led to fuller culture in after years. Several of his pupils are now teaching in normal schools or colleges.

Not only do they retain their *esprit de corps*, making them delight to recall the old days with their teacher, but their own teaching has brought into use many a method or principle then acquired. The "new teaching" has seemed to them not new, but a natural outgrowth of that by which they had themselves been educated.

The writer, a member of that fortunate band that longest shared his instruction at Fredonia, speaks from personal recollection and experience the known sentiments of classmates. After an interval necessitated by ill-health, Professor Post resumed his work on invitation to the Principalship of the Academy at Ellington, N. Y. After one year at that place he accepted the charge of Chamberlain Institute at Randolph, N. Y., which position he resigned after four years' service, and there his direct teaching closed. During these busy years of his teaching he found time not only to study educational methods, but also to widen and extend his own culture, and received the degree of A.M. in 1866.

Professor Post's institute work began in 1857 in Fredonia, first as instructor and then as conductor. After leaving teaching for other business, he still continued his professional work as conductor of teachers' institutes.

His varied experience in schools of the different grades from that of the rural district to the academy gave a practical value to all his instructions, and he found ready employment during the institute season for the ten years from 1871 to 1881.

In January of the latter year a State Institute Corps was organized, consisting of Professor James Johonnot, Professor F. P. Lantry, Professor John Kennedy, and Professor R. E. Post. In this official capacity the work of Professor Post is too well known throughout the length and breadth of the State to require description here. His selection as one of four persons to constitute a State Institute Faculty is sufficient evidence of his standing among educators. His other business, however, had become so important as to demand more of his time than was compatible with his educational duties, and in November, 1882, he sent in his resignation as a member of the Institute Faculty.

Professor Post's educational record is that of a teacher of natural gifts, consecration of purpose, faithful, diligent, decisive, thoughtful, progressive action.

His reward comes in the respect of his fellow-educators and the affectionate gratitude of those so fortunate as to have been his pupils.

CHARLES H. VERRILL

was born in Boston, Mass. (Dorchester), May 29th, 1837, and when four years of age went to Auburn, Maine, where he passed eleven years on the farm of an uncle, doing chores and various sorts of farm work, attending school a short time each year.

In 1852, at fifteen years of age, realizing that he must depend upon himself (both parents being dead), he left his uncle's and began work as an apprentice in a shoe shop in Auburn. Having learned the trade he worked as a journeyman and as his own master till February, 1856, attending school during this time about fifteen weeks in all.

He then started for the Academy in what is now the city of Auburn, Maine. Having saved a few hundred dollars so he could attend school, he persevered at the work till August, 1858, when he entered Bowdoin College at Brunswick, Maine, a freshman, feeling about as happy at receiving his certificate of admission as is possible for one to feel. He graduated in the class of 1862, having paid his own way in part by teaching vacations, borrowing in part and paying same after graduation.

In the fall of 1862, immediately after graduation, he was elected Principal of East Corinth Academy, Maine, and remained three years, when, in 1865, he was elected Professor of Mathematics in the State Normal School at Mansfield, Pa.

After four years' work in that position he was elected Principal of the school. Resigning in 1877 he was at once elected Principal of Delaware Literary Institute, Franklin, N. Y., which position he still holds.

His institute work began in Pennsylvania in 1865, and he has since conducted quite a large number in that State.

In 1874 he was appointed assistant instructor in one of the New York State Institutes, and was employed for several years afterward as assistant or principal conductor in various parts of the State. In his business as teacher and educator Professor Verrill has been uniformly successful.

HENRY KNOWLES CLAPP, A.M.

Professor Clapp is at present the highly respected head of the Geneva Public Schools. He was born in Lyons, N. Y., September 25th, 1844. He is himself the product of the *common school* in its broadest sense, and to a very large extent a *self-made man*, having supported himself solely by his own exertions since he was twelve years old. Between the ages of fourteen and seventeen, by teaching in country schools part of the time, and by attending the Lyons Union School a portion of each year, he secured an excellent preparation for college. Enlisting in the Ninth New York Artillery he served until the close of the war, and received an honorable discharge.

He entered Hobart College in the fall of 1865, was graduated in 1868, and at once began his career as a teacher, in which he has proven eminently successful. He is a careful student of educational science, and possesses an extensive acquaintance from personal observation with the best normal and common school work in this State and in New England. His position for a number of years was that of Principal of the Geneva High School, preparing young men and young ladies for college, but during the past four years in his present position he has given almost undivided attention to *elementary* instruction, thereby raising the standard of primary school work in a marked degree.

HENRY K. CLAPP.

WILLIAM ROSS.

The new school buildings of Geneva—visited extensively by reason of their architectural appointments, and of the distinct *natural methods* of instruction employed therein—attest not only a healthy public sentiment, but also the success of Professor Clapp's supervision. The system of *apprenticeship*, which he has established in the schools under his charge, is giving to the rural schools about Geneva a number of young teachers whose *results* in ungraded work are attracting the attention of patrons and commissioners, and receiving a large meed of praise.

Throughout the entire county of Ontario no teacher is more thoroughly alive to educational needs. For years, at institute and association, the subject of this sketch has been a zealous, clear-thinking worker. His best efforts have been directed to True Schooling for the Masses, Organization, Ungraded Schools, Object Teaching, Moral Training, Language and Reading.

As a popular lecturer and reader Professor Clapp is in frequent demand by literary societies and other organizations. He is a pleasing and instructive speaker, endowed with a keen sense of the ludicrous in life and in letters; in fact, genial humor plays a leading part in his skilful school discipline.

During the last contest for the State Superintendency of Public Instruction his name received prominent mention by the press in all quarters of the State, while his indorsements by a score of leading educators in western New York were most flattering testimonials of his ability and fitness.

Personally he made little or no effort to gain the position, and uttered no word in disparagement of any other candidate. Frequently during the campaign he spoke of the present Superintendent in terms of the strongest commendation.

He is well known to his co-laborers throughout the State, having met with them from time to time in annual conventions, and taken an active and honored part in their exercises and deliberations.

WEBSTER'S UNABRIDGED DICTIONARY.

For more than a quarter of a century **Webster's Dictionary** has been largely the acknowledged **Standard** throughout the country.

Almost all the **School Books** of this country are **based on Webster,** and to a very large extent this is true of all other publications.

Contains over **118,000 Words and Meanings,** over three thousand more than are found in any other English Dictionary.

The **Courts** look to it as the **highest authority** in all questions of definition.—*Morrison R. Waite, Chief Justice U. S. Supreme Court.*

So frequently is Webster cited as authority in Courts of Justice that one Reporter sent us a list of *twenty-seven* such cases from one State, and he wrote: "I presume I could collect five times as many from the Reports of other States."

Webster's Dictionary "is the **Standard** used in the **Government Printing Office** at Washington, D. C., January, 1882," and has been for many years.

Over **nineteen-twentieths** of the newspapers in the U. S. that follow any Dict'y, follow Webster's, so far as learned, while but one pretends to follow any other.

Recommended by **State Sup'ts of Education** of **36 States,** and by over **50 College Presidents.**

The sale of Webster's Dictionaries is believed, by the testimony of over **300** Booksellers, to be at least **20 times** that of any other series of Dictionaries.

Hundreds of Booksellers do not even pretend to keep any other Dictionary in stock, while no bookstore would be thought complete that could not at any time supply a customer with a Webster's Unabridged.

Careful inquiry develops the fact that every **State Purchase** of Dictionaries for Schools, has been of Webster's.

Over **50,000,000** Webster's Spellers, and a large number of Readers based on Webster, have been sold in the United States.

No one thing has done more to unify the English language, and prevent local dialects in this country, than Webster's Dictionaries and Spellers.

So undiminished is the demand for Webster's Spellers that over a **million copies** were sold in 1880, and this is about an average year's sale.

Illustrations, **3000,** about three times as many as are found in any other Dictionary, and these are repeated and classified at the end of the book.

Definitions by illustrations are nowhere better or more carefully and accurately shown than in Webster's Unabridged Dictionary.

Embodies about **100 years** of literary labor. Dr. Webster spent ten years and Dr. Mahn, of Berlin, five years on the Etymologies alone.

Reaches by direct sale the English-speaking and English-reading people of the **whole world.**

Indispensable in Schools. Over **32,000** have been placed in the Public Schools of the United States by legal enactments or by school officers.

No man ever gave so much of his life to English Lexicography as did NOAH WEBSTER, "The Schoolmaster of the Republic."

Get the Best,—Get the Standard, and you will certainly get **Webster's Unabridged Dictionary,** Published by

G. & C. MERRIAM & CO., Springfield, Mass.

INVALUABLE WORKS OF REFERENCE FOR TEACHERS

GET THE STANDARD!

RECOMMENDED BY THE MOST EMINENT WRITERS.

INDORSED BY THE BEST AUTHORITIES.

The Standard! **The Best!**

Worcester's Unabridged Quarto Dictionary.

NEW EDITION, WITH SUPPLEMENT.

Fully Illustrated, Full-page Illuminated Plates, Etc., Library Sheep, Marbled Edges, $10.

"Worcester's is, in the estimation of all scholars, the best dictionary extant for general use. There is certainly no real comparison possible between it and its most popular rival. The office of a dictionary is, of course, not to make innovations, but simply to register the best usage in spelling and pronunciation. This Worcester does, and this its rival conspicuously fails to do." —*New York World.*

WORCESTER'S NEW SCHOOL DICTIONARY.

Illustrated and Based upon Worcester's Unabridged Dictionary. A convenient and reliable Hand-Book, printed from clear, new plates.

LIPPINCOTT'S PRONOUNCING BIOGRAPHICAL DICTIONARY.

Containing complete and concise Biographical Sketches of the Eminent Persons of all Ages and Countries. By J. THOMAS, A.M., M.D. Imperial 8vo, sheep, $10.

LIPPINCOTT'S PRONOUNCING GAZETTEER OF THE WORLD.

A complete Geographical Dictionary. *New edition.* Thoroughly revised and greatly enlarged. Containing Supplementary Tables, with the most recent Census Returns. Royal 8vo, sheep, $12.

CHAMBERS' ENCYCLOPÆDIA.

THE BEST IN EVERY WAY. A Dictionary of Universal Knowledge. Profusely Illustrated with Maps, Plates, and Woodcuts. 10 vols., royal 8vo. *American Revised Household Edition*, $15.

LIPPINCOTT'S POPULAR SERIES OF READERS.

Modern Methods, Progressive Exercises, Appropriate Illustrations.

"In matter and manner they are unsurpassed."

PRIMER OF POLITENESS.

A HELP TO SCHOOL AND HOME GOVERNMENT.

HOME GYMNASTICS.

By Prof. HARTELIUS, of the Royal University of Stockholm. *The Swedish system of rational Gymnastics does not require apparatus.*

"We know of no better guide for the teacher of gymnastics in school; and it is essentially a book for every home."

HOW TO WRITE ENGLISH.

A Practical Treatise on English Composition.

"Clearly written, instructive, simple, and encouraging."

SPECIAL TERMS TO TEACHERS AND SCHOOLS.

Address **J. B. LIPPINCOTT & CO., Publishers,**
715 and 717 Market Street, Philadelphia.

D. APPLETON & CO.'S
RECENT EDUCATIONAL PUBLICATIONS.

A Latin Grammar for Schools and Colleges. Revised edition of 1881. By ALBERT HARKNESS, Ph.D., LL.D., Professor in Brown University. 12mo, half leather, $1.40.

A Geographical Reader. A Collection of Geographical Descriptions and Narrations from the Best Writers in English Literature. For schools and general readers. Beautifully illustrated. By JAMES JOHONNOT. Cloth, $1.25.

Appletons' Elementary Reading Charts. Forty-seven numbers. Prepared by REBECCA D. RICKOFF.

Appletons' Standard Geographies. Based on the Principles of the Science of Education, and giving special prominence to the Industrial, Commercial, and Practical Features. TWO BOOKS. **Elementary,** 65 cents. **Higher,** $1.50.

Appletons' Standard System of Penmanship. Prepared by LYMAN D. SMITH. Lead-Pencil Course, Three Numbers, per dozen, $1.08; Short Course, Tracing, Two Numbers, per dozen, $1.08; Short Course, Seven Numbers, per dozen, $1.08; Grammar Course, Seven Numbers, per dozen, $1 44.

The Song Wave. A Collection of Choice Music, with Elementary Instruction. For the School-room, Institute Hall, and Home Circle. By H. S. PERKINS, E. V. DE GRAFF, and H. J. DANFORTH. Price, 80 cents.

The Wavelet. An Abridgment of the "Song Wave." Containing the easier portion of the music in the latter, and especially adapted to use in primary and intermediate schools. Price, 40 cents,

Studies in Language. A Teachers' Guide to "Letters and Lessons in Language." By J. H. STICKNEY. 25 cents.

Berger's French Method. 12mo. $1.

Die Anna-Lise. A Popular German Play. With an Interlinear Translation and Directions for Learning to Read German. By CHARLES F. KROEH, A.M, Professor of Modern Languages in the Stevens Institute of Technology. $1. Text only, 40 cents.

Practical Lessons in Idiomatic French. Embracing Reading, Composition, and Conversation. By ALFRED HENNEQUIN, M.A., Instructor in French and German in the University of Michigan. $1.10.

The Modern Stenographer. A Complete System of Light-Line Phonography. Being a Plain and Practical Method for acquiring a Perfect Knowledge of the Principles of the best Phonetic Shorthand. By GEORGE H. THORNTON, President of the New York State Stenographic Association, etc. $1.25.

L. L. L.; or, Fifty Law Lessons. Embracing all the Technical Points of Business Law. ARTHUR B. CLARK, Principal B. and S. Business College, Newark, N. J. $1.25.

Cornelius Nepos. Prepared expressly for the use of students learning to read at sight: with Notes, Vocabulary, Index of Proper Names, and Exercises for Translation into Latin. Illustrated by numerous cuts. By THOMAS B. LINDSAY, Ph.D., Assistant Professor of Latin in the Boston University. Price, $1.50.

Selections from the Poems of Ovid, with Notes. By J. L. LINCOLN, LL.D., Professor of Latin in Brown University. Price, $1.25.

M. Tullii Ciceronis Laelius de Amicitia. Edited with English Notes. By JOHN K. LORD, Associate Professor of Latin, Dartmouth College. Price, $1.

The Aeneid of Vergil. With Notes and Dictionary. By HENRY S. FRIEZE, Professor of Latin in the University of Michigan. Price, $1.60.

The Bucolics, and the First Eight Books of the Aeneid of Vergil, with Notes and a Vergilian Dictionary. By HENRY S. FRIEZE. $1.50.

A Vergilian Dictionary. Embracing all the words found in the Eclogues, Georgics, and Aeneid of Vergil, with numerous references to the text verifying and illustrating the definitions. By HENRY S. FRIEZE. Price, $1.

TO BE PUBLISHED IN JULY, 1883:

A Natural History Reader. Beautifully illustrated. By JAMES JOHONNOT.

The Cumulative Method in German. By ADOLPH DREYSPRING.

Appletons' Writing-Charts. By LYMAN D. SMITH.

Mediæval Civilization. History Primers. By GEORGE BURTON ADAMS.

The Normal Music Course. By JOHN W. TUFT and H. E. HOLT. Embodying the plan of teaching Music which has been so successfully pursued in the Boston Public Schools.

The Complete Text of Vergil, with Notes and the Vergilian Dictionary. By HENRY S. FRIEZE.

The Bucolics and Georgics, and Six Books of the Aeneid, with Notes and Dictionary. By HENRY S. FRIEZE.

The above are for sale by all leading booksellers, or will be sent, postpaid, by the publishers, on receipt of price.

D. APPLETON & CO., Publishers,

1, 3, and 5 Bond Street, New York.

J. H. BUTLER,

925 CHESTNUT ST., PHILADELPHIA

PUBLISHER OF

The Franklin Arithmetics,

The Franklin Elementary Algebra,

Worcester's New Spelling-Books,

Walton's Arithmetics,

Walton's Arithmetical Table,

Arithmetical Charts,

Adams' Advanced Spelling-Book.

DUNNING'S PATENT MAGAZINE BASE-BURNING

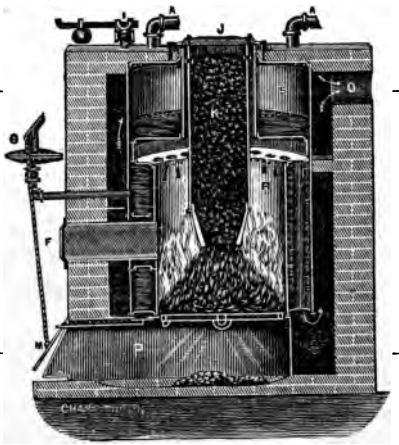
STEAM-HEATING BOILER,

For Heating Public Buildings and Private Dwellings.

OVER

1000

IN USE.



Self-Feeding,

Self-Regulating,

SEVEN SIZES.

MANUFACTURED AT NEW YORK CENTRAL IRON WORKS, GENEVA, N. Y.

Send for Illustrated Catalogue with full Description and Price-List.

JUST READY. NEW EDITION OF

BROWN'S ENGLISH GRAMMARS,

THOROUGHLY REVISED BY

HENRY KIDDLE, A.M.,

Late Superintendent Schools, New York City.

As the publishers of BROWN'S GRAMMARS, we take pleasure in announcing that these popular standard Text-Books have been thoroughly revised and adapted to the present educational demands.

While we have constantly endeavored to add to these books all the improvements which the latest experience and study have devised or suggested, we have also striven to retain the Grammatical System of Goold Brown, in all essential particulars, virtually intact. This we believe will that be found to be the case in this edition; although very decided changes have been made in certain important respects, beside the addition of matter to carry out the plan of the reviser.

With these alterations they are the most complete, systematic, thorough, and practical text-books published in the English language. Their superiority consists in:

Practical Language Lessons; Clearness and Methodical Arrangement; Fulness of Grammatical Detail; Complete Elaboration in all of the Several Parts; A Logical Accuracy and Perfectness of Definition; Forms and Formulas of Analysis, Syntactical Resolution and Correction, as Exact and Exhaustive as the Demonstrations of Geometry; Complete Adaptation to all the Purposes of Sound Grammatical Instruction; Definite Presentation of the Subject Matter; Rigid Exactness of the Definitions and Rules.

The School Series comprise: **Brown's First Lines of English Grammar; Brown's Institutes of English Grammar.** Copies of the new edition of the "First Lines" will be sent by mail to those who desire to examine it, on receipt of 25 cts., and of the "Institutes," on receipt of 50 cts.

We also publish a **Valuable Book of Reference.** The standard authority in the correct use of the English language. **The Grammar of English Grammars,** with an introduction, Historical and Critical, by **GOOLD BROWN,** author of "The Institutes of English Grammar," "The First Lines of English Grammar," etc. Tenth edition, revised and improved. Enlarged by the addition of a copious index of matter by **Samuel U. Berrian, A.M.** 1100 pages, royal octavo. Price, bound in leather, $5; half morocco, $6.25.

GANOT'S PHYSICS.

Elementary Treatise on Physics, Experimental and Applied. For the use of Schools and Colleges. Translated and Edited by

E. ATKINSON, Ph.D., F.C.S.,

Professor of Experimental Science, Staff College, Sandhurst.

10th Edition, Revised and Enlarged. Illustrated by 4 Colored Plates, and 866 Woodcuts. Price, $5.

Used as the Text-Book on Physics in Harvard, Yale, Columbia, New York University, New York College, Princeton, Cornell, etc., and in a large number of High Schools and Academies throughout the United States.

The publishers take pride in offering to the educational community this beautiful work of Prof. Ganot. It has no rival, we believe, in the English language. It is fully up to the times in every particular, and no expense has been spared to make it typographically a model text-book. As a book for the library of the scholar and gentleman, it is invaluable, giving concise information on every branch of Physical Science. Circular mailed free on application. Correspondence solicited.

WILLIAM WOOD & CO., 56 and 58 Lafayette Place, NEW YORK.

10 NEW BOOKS.

CHASE & STUART'S FIRST LATIN BOOK. $1.

CHASE & STUART'S LATIN GRAMMAR. $1.35.

CHASE & STUART'S LATIN READER. $1.

CHASE & STUART'S OVID, with Lexicon and Notes. $1.35.

A MANUAL OF ELOCUTION AND READING. By Dr. EDWARD BROOKS, Principal of the State Normal School, Millersville, Pa. $1.50.

THE CRITTENDEN COMMERCIAL ARITHMETIC AND BUSINESS MANUAL. New Revised and Enlarged Edition. $1.35.

A HAND-BOOK OF LITERATURE, English and American. By E. J. TRIMBLE, late Professor of Literature, State Normal School, West Chester, Pa. $1.75.

FIRST LESSONS IN PHYSIOLOGY AND HYGIENE. By CHARLES K. MILLS, M.D. 85 cents.

A HAND-BOOK OF CIVIL GOVERNMENT. By THOMAS D. SUPLEE, A.M., Head Master of Harcourt Place School, Gambier, Ohio. $1.

A HAND-BOOK OF MYTHOLOGY. By Miss S. A. EDWARDS, Teacher of Mythology, in Girls' Normal School, Philadelphia. $1.

JUST PUBLISHED.

FIRST LESSONS IN PHYSIOLOGY AND HYGIENE.

BY CHARLES K. MILLS, M.D.

In this little book the important features or Physiology and Hygiene are presented in such a manner as to combine interest with instruction. It is, as its name indicates, a book of "First Lessons," not an advanced book "boiled down," and the entire work is written in a pleasing and easy style, calculated to interest and awaken the attention of the class of pupils for whose use it is designed.

From the National Educator.

"We recommend this little book as the best and most practical treatise on the subject that has ever left the press."

Price, 85 cents. For Examination, 60 cents.

THE TEACHER.

A Monthly Educational Journal, devoted to the interest of Teachers, Schools, and the cause of Education in general. Price, 50 cents per annum. Specimen copy free.

We shall be gratified to have teachers correspond with us. We offer some of the best of Modern Text-books, and shall be glad at any time to make liberal arrangements for the introduction of our books, or to exchange for others that do not give satisfaction.

SEND FOR OUR CATALOGUE.

Please address

ELDREDGE & BRO., 17 North Seventh Street, Philadelphia, Pa.

LEACH, SHEWELL & SANBORN,

SUCCESSORS TO

ROBERT S. DAVIS & CO.,

87 Franklin Street, Boston, and 16 Astor Place, New York,

PUBLISHERS OF

THE NEW INDUCTIVE ARITHMETICS

(GREENLEAF'S SERIES),

GREENLEAF'S NEW ELEMENTARY ALGEBRA,

" (Wells') UNIVERSITY "

PARKER & MARVEL'S SUPPLEMENTARY READERS,

AND

Other Popular School-Books.

Of the University Algebra a distinguished Professor of Mathematics has said : "I do not know of a single expression in the whole book that I think could be improved."

SENECA LAKE

STEAM NAVIGATION CO.

(LIMITED).

DAILY BETWEEN

WATKINS AND GENEVA,

CONNECTING WITH

N. Y. CENTRAL & HUDSON RIVER and LEHIGH VALLEY RAILWAYS

AT GENEVA,

NORTHERN CENTRAL and S. G. & C. RAILWAYS

AT WATKINS,

ERIE and LEHIGH VALLEY RAILWAYS

AT ELMIRA.

FREE TRANSFERS and SURE CONNECTIONS made at terminal points.

W. B. DUNNING, Superintendent, Geneva, N. Y.

ANATOMICAL

AND

PHYSIOLOGICAL CHARTS.

The great and increasing interest in the study of Physiology throughout the country, has created a demand for a series of Charts, better calculated than those hitherto published to illustrate the Science and make it attractive. This demand has been met by the preparation of the

CHARTS OF LIFE,

which were submitted, before their publication, to the inspection and criticism of a large number of teachers and medical men, and have been unqualifiedly pronounced the **most accurate and best Physiological Charts now published.**

No Physiological Charts have ever met with greater favor, since their recent introduction to the public, from teachers, school officer's, physicians, heads of families, and all others interested in procuring the most efficient illustrative aid to the important study of Physiology.

The Best and the Cheapest.

Although these Charts contain *more figures*, are *better executed*, and the consequent cost of producing them greater than other more expensive series, the aim of both author and publisher has been to place them at a MODERATE PRICE, and within the reach of every teacher, school, and physician.

All inquiries should be addressed to the

CHART OF LIFE CO.,

18 Tribune Building, Chicago, Ill.

BLACKBOARD SLATING

THERE are many kinds of Slating in the market, the main distinction in them being as to the base, which in most kinds is turpentine, while in the Slate-Pencil Slating it is alcohol, and therefore more expensive, but far more durable.

THE SLATE-PENCIL BLACKBOARD SLATING.

But the characteristic feature of the Slate-Pencil Slating is, as its name indicates, the fact that very hard crayon and even slate-pencils make a distinct mark upon it. One of the most prolific sources of disease in the school-room is the use of ordinary chalk crayon. It keeps the air permeated with solid particles which not only cover with dust the furniture of the school-room and apparel of the teacher and pupils, but enter the lungs at every breath. On the other hand, if a hard crayon is used upon the ordinary board, the marks are too indistinct, and the eyesight is weakened, thus repeating the old fable of Scylla and Charybdis.

But the problem of an absolutely Dustless Board is at last solved. After years of experiment, we have succeeded in producing a Blackboard Slating which will give as white a mark from the ordinary Slate-Pencil as any ordinary Blackboard will give from the soft Chalk Crayon.

Principal J. C. Norris, for ten years in charge of Walworth Academy, Wayne Co., N. Y., says :

"Six months ago I put one coat of the Slate-Pencil Slating upon the board behind my desk. I have used it constantly, springing up a dozen times in the course of a recitation to illustrate some point upon the Blackboard. Only a soft Slate-Pencil has been necessary to make a mark distinct enough to be seen across the room. To-day the board seems as good as ever. It is not greasy, or worn, or indistinct. An occasional sponging with a wet cloth makes it as black as the day it was put on. There is absolutely no dust. For the first time since I began to teach school, I have been able to keep a clean desk, clean clothes, clean hands, and air fit to breathe. I have now covered every board in the Academy with the Slate-Pencil Slating, nor could I be induced to use any other."

R. B. Smith, Professor of Mathematics in Scio College, Ohio, writes :

"Your Slate-Pencil Blackboard Slating makes by far the best blackboard we have, in two respects, for the ordinary 'dustless crayon,' and in that the slate-pencils *can* be used. I shall insist on having the entire amount of slating of this quality. If the blackboard continues to do as well as it now does, *it will revolutionize the blackboard business of the country.*"

This slating may be applied to Plaster Wall, to Wooden Boards, or to Manilla Paper ; and may be put upon surfaces already covered with other slating. The best pencils are Faber's, which we supply at 75 cts. per box of 100.

PRICES OF THE SLATE-PENCIL BLACKBOARD SLATING.

NOTE.—The Slate-Pencil Slating is made of the best alcohol in the market, and will cover one third more space than any other slating made, and twice as much as the kinds most used. It is therefore *cheaper* than any other liquid slating, as well as wholly different and entirely free from the chalk dust which destroys a thousand lives every year in the school-rooms of America.

In gallon cans, covering 600 feet, one coat	$10 00
In quart cans, covering 150 " "	2 75
In pint cans, covering 75 " "	1 50

Two coats are recommended for new boards.

AGALITE BLACKBOARD SLATING.

To those who insist upon a cheaper slating than the Slate Pencil, or who live at such a distance, or want so small a quantity that the express would double the cost, we offer a slating which we *warrant* to give satisfaction, and *which is sent by mail postpaid* at the prices given.

This is the now well-known Agalite Slating, which comes in boxes of prepared powder, ready for use when mixed with water. It may be had in black, in dark-green, or in olive-green color, as desired, may be applied to any surface, and is to-day in successful use on 500,000 square feet of blackboard. Any person ordering this slating, and not finding it equal to any other slating in the market except the Slate-Pencil Slating, will receive back the money paid upon so informing us.

PRICES OF THE AGALITE BLACKBOARD SLATING.

In boxes covering 400 feet, one coat	$6 00
" " 200 " "	3 25
" " 100 " "	1 75
" " 50 " "	1 00

Address **C. W. BARDEEN, Syracuse, N. Y.**

Just the Pens for Schools and all Business Purposes.

ONE HUNDRED AND FIFTY DIFFERENT VARIETIES OF

ESTERBROOK'S

MANUFACTURE, INCLUDING THE CELEBRATED

Falcon Pen No. 048.

LEADING NOS. 048, 14, 130, 333, 444, 128, 135.

Every Pen Warranted. All Stationers have them.

THE ESTERBROOK STEEL PEN CO.,

Works, Camden, N. J. *26 John Street, New York.*

E. B. BENJAMIN,

IMPORTER AND MANUFACTURER OF

Chemical and Physical Apparatus,

RARE CHEMICALS, ETC.

ALSO DEALER IN

MINERALS, FOSSILS, AND EVERYTHING NECESSARY FOR CHEMICAL AND PHYSICAL LABORATORIES,

6 BARCLAY AND 12 VESEY STS.,

NEW YORK CITY.

Large cloth-bound Catalogues, 75 cents each. Send for Circular on the newest and best Electric Machine in the market.

COL. PARKER'S NEW BOOK.

"THE QUINCY METHODS."

NOTES OF

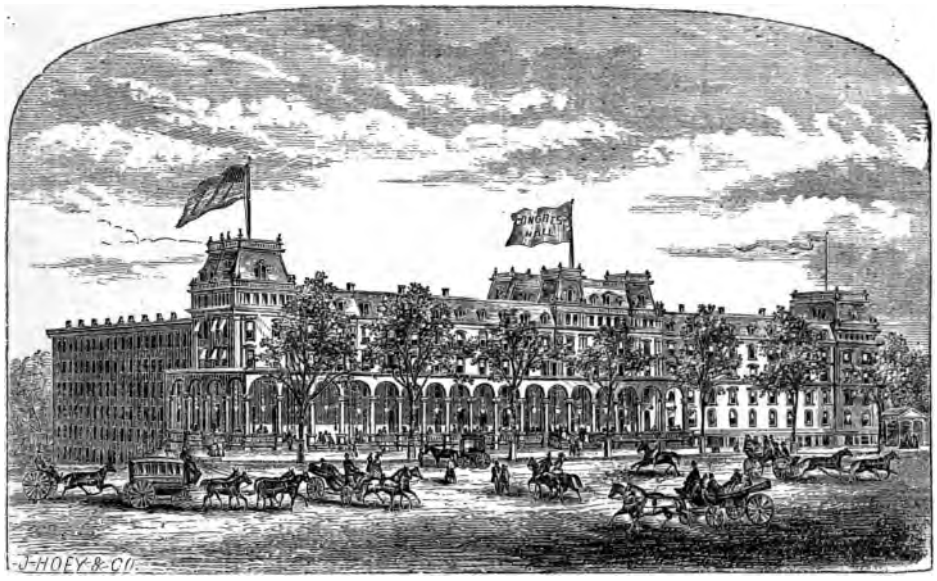
TALKS ON TEACHING.

Price, One Dollar, postpaid.

AGENTS WANTED.

E. L. KELLOGG & CO., Educational Publishers,

21 Park Place, New York.



CONGRESS HALL, SARATOGA, N. Y.,

WILL BE THE HEADQUARTERS OF THE NATIONAL EDUCATIONAL ASSOCIATION.

TERMS TO MEMBERS: $2 per day for Ladies, and $2.50 for Gentlemen.

Messrs. COX & CLEMENT have won great praise in past years from the Teachers for the unceasing effort to render them comfortable. This year will be no exception to that rule.

DELAVAN HOUSE,

ALBANY, N. Y.

This popular Hotel having been redecorated and painted, with new plumbing, drains, and entirely refurnished, is now

FIRST-CLASS IN EVERY RESPECT.

T. ROESSLE, SON & CO., Proprietors.

THE ARLINGTON,

WASHINGTON, D. C.

VERMONT AVENUE AND LAFAYETTE SQUARE,

OPPOSITE THE WHITE HOUSE.

First-Class in all its Appointments.

NOTED FOR ITS CUISINE.

T. ROESSLE & SON, Proprietors.

Fort William Henry Hotel,

LAKE GEORGE.

ACCOMMODATIONS FOR SEVEN HUNDRED PERSONS.

All Modern Improvements.

FIRST-CLASS IN EVERY RESPECT.

T. ROESSLE & SON, Owners and Proprietors.

THIRTEENTH YEAR.

The School Journal,

WEEKLY, TWO DOLLARS A YEAR.

AMOS M. KELLOGG, Editor,

Assisted by Prominent Educators in all Parts of the Country.

The JOURNAL was established in January, 1870, and is the oldest weekly educational journal published in the United States. Its editor, Mr. Amos M. Kellogg, has been engaged in teaching for twenty-five years in all grades of schools. He has broad and original ideas, is an earnest student and expounder of the New Education, and his sympathies are with teachers who aspire to do the best possible for their pupils. He aims to make the JOURNAL *practical*, to furnish the teacher with what he can make immediate use of in the school-room. There are in it full directions as to the best methods of instruction—these make up the "School-Room" department; there is a diary of events, discussions of the principles of education, full answers to letters, fresh music, dialogues and recitations, interesting educational notes from all parts of the country, and a carefully edited book department. It is meeting with unparalleled success, and it will liberally use its means *to make itself better than ever before.*

THE BEST MONTHLY.

The Teachers' Institute,

ONE DOLLAR A YEAR.

Sixteen to Twenty four Large Pages, Monthly.

The INSTITUTE, now in its FIFTH year, gathers in its 16 to 24 pages the best and most practical matter of the *four* issues of the JOURNAL for the preceding month. The "School-Room" department is especially large, attractive, and practical. Thus it fills the needs of country teachers, who desire practical and plain directions about methods of teaching and managing a school. Fresh dialogues and recitations, and bright music appear in every number. A department of pleasing stories, biographies to be read to the scholars, and examination questions, appear nearly every month. Teachers often wonder how we can afford to give so large and splendid a paper for so little money. We could not if we did not have a very large circulation. Don't be afraid that we shall fail.

E. L. KELLOGG & CO., Educational Publishers,

No. 21 Park Place, New York

INDISPENSABLE FOR PRIMARY TEACHERS.

First Teaching,

MONTHLY, SIXTEEN PAGES, ONE DOLLAR A YEAR.

This monthly fills a want long felt by primary and kindergarten teachers for a publication devoted entirely to their special needs. Its aim is to be *practical*—not that the lessons will be in all cases followed exactly—they will be suggestive, they will promote ingenuity, they will induce much invention of methods.

The best ideas are gathered, and our primary schools watched and their plans reported, so that the teacher will obtain a knowledge of the ways by which others achieve success.

The paper is sixteen pages, the size of *Harper's Young People*, and beautifully printed from new type on good paper. Ten numbers constitute a year.

Prepared Expressly to Interest Scholars.

The Scholar's Companion

IS A BEAUTIFUL 16-PAGE PAPER WITH TINTED COVER
(MAKING 20 PAGES IN ALL).

PUBLISHED MONTHLY, AT FIFTY CENTS A YEAR.

Do you wish to brighten your school? If so, we know of no way so SURE, so CHEAP, so LASTING, as to have your pupils take the SCHOLAR'S COMPANION. It is not a "story paper," yet it has stories in it. It is aimed square at the GOOD of the subscriber. It will interest him wonderfully, and instruct him at the same time.

The SCHOLAR'S COMPANION is prepared for the express purpose of giving valuable information to young people. The SCHOLAR'S COMPANION wonderfully helps to EDUCATE. The SCHOLAR'S COMPANION stimulates its readers *to MAKE something of themselves.* Hence *teachers*, of all others, should encourage its being taken by their pupils.

Send ten cents for sample copies and our large new illustrated premium list, and raise a club in your school. We are offering great inducements to those who send us subscribers to the COMPANION.

E. L. KELLOGG & CO., Educational Publishers,

No. 21 Park Place, New York.